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ABSTRACT

The following topics are the subject of capsule summaries of Upward Bound (UB) program techniques that make up the major portion of this book, having been compiled from information submitted by project staff, consultants, and others who have seen Upward Bound in action during the past four years: recruiting students; curriculum, including curriculum design, combined studies, arts and fine arts, the humanities, science, mathematics, social studies, and Bridge programs; academic year program--on and off campus; high school involvement; counseling; student government; inter-project events; parental involvement; community involvement; college aid and programs, including financial aid, typical college costs, fundraising, and freshman support; and, as appendixes--transfer legislation, UB summary 1969-70, UB programs 1969-70, bibliography, cross referen ce to "Ideas Exchange" (a monthly magazine published by UB), and Talent Search Program, 1969-70. (JM)

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UPWARD BOUND.

Ideas and Techniques: A Reference Manual.

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U.S. Department of Health, Education, and Welfare
Office of Education

Robert H. Finch, Secretary
James E. Allen, Jr., Assistant Secretary and Commissioner of Education

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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Upward Bound, like every other program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

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FOREWORD

This manual is designed to provide project staffs with a quick reference to ideas and source materials used in Upward Bound programs throughout the country.

Capsule summaries of Upward Bound program techniques that make up the major portion of this book have been compiled from information submitted by project staffs, consultants, and others who have seen Upward Bound in action during the past 4 years.

For additional information on ideas mentioned here, the reader should contact the Upward Bound project named at the address listed in appendix C.

Fred Bresnick
Acting Chief
Upward Bound Branch
Division of Student Special
Services

December 1969

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RECRUITING STUDENTS

STUDENT RECRUITERS

Upward Bounders visit high schools, explain program to prospective applicants; sell program by taking friends along on field trips and to special events.—University of Maryland, College Park.

STUDENT-LED MEETINGS

Students conduct information sessions for potential recruits.—Central College, Pella, Iowa.

LOCAL ASSISTANCE

Self-organized area ecumenical group voluntarily assisted project in identifying families meeting OEO poverty criteria. Project Director used this source extensively in recruiting for program.—Pennsylvania State University, University Park.

KICK-OFF MEETING

Invitees to project's recruitment kick-off meeting included counselors, administrators, and teachers from area high schools, Community Action Agency people.—Southern Colorado State College, Pueblo.

STORE-FRONT RECRUITING CENTER

Upward Bound, (UB) students set up a storefront recruiting center in the target neighborhood.—Northeastern University, Boston.

NEIGHBORHOOD RECRUITING

Tutor-counselors spend time at neighborhood playgrounds, basketball courts, youth centers, talking with students. These informal interviews are followed up with visits to the homes and to the schools.—Swarthmore College, Swarthmore, Pa.

JOB CORPS INTERVIEWS

Staff members from each of the three UB projects in Maine hold joint interview—recruiting sessions at the Job Corps Center. Candidates are selected for each project.—Gorham State College, Bowdoin College, and University of Maine.

ON-CAMPUS WEEKEND

Students are encouraged to bring non-UB friends from their neighborhoods or schools to the spring on-campus reunion. This often is a good source of potential recruits for the upcoming summer program.—Lincoln University, Lincoln, Pa.

UB GRADS AS HIRED RECRUITERS

Upward Bound hires many of its "graduates" when they are home from college for spring vacation to recruit in the high schools. The project finds college spring vacations usually occur when high schools are in session.—Columbia University, New York City.

UB CLUB PARTICIPANTS

In-school Upward Bound clubs often include interested non-UB kids. They provide an automatic pool of prospects already acquainted with the program and staff members. – Gorham State College, Gorham, Maine.

PARENT-RECRUITERS

Several UB programs use parents to aid in recruiting. In some cases parents have formed a speakers bureau to explain the program at various neighborhood meetings. In some programs parents are part of recruiting teams that include UB staff members and social workers.

TEACHER–RECRUITERS

Followup staff working in the high schools during the school year have the opportunity to preselect UB prospects from students they teach. School counselors often advise the program and UB teachers of students they feel need the program. In some UB projects, staff members are given a number of program slots to fill themselves.

CURRICULUM

CURRICULUM DESIGN

THREE ACADENIC PROGRAMS OFFERED

The project conducted three different academic programs during the summer. New students took courses in communications, logic and problem solving, study skills, marine biology, art theory and technique, and contemporary social issues. Bridge students took courses in "The World of the Stage," Composition and Rhetoric, and Play Production. (Bridge students are enrolled in a summer Upward Bound Component after high school graduation.) Program assistants —former UB students working in the program—took two seminars: Great Innovators and Their Innovations, and Poetry analysis. — Bowdoin College, Brunswick, Maine.

JOINT PLANNING OF CURRICULUM

During April and May, workshop sessions for staff, students, and advisory committee members are held to plan the summer program. Last year's curriculum plan involved use of eight program themes—one for each week of the summer session. These were: learning and working in groups; What is leveling?; group roles; responsibility; learning to listen; feedback; and characteristics of a helping relationship. Staff teams—human relations, cultural-social, communications, science-math, and recreation—guided the students through an interdisciplinary approach to these themes. — Weber State College, Ogden, Utah.

USE OF LEARNING LABS

Major academic courses meet in the morning. Afternoon learning labs focus on review and use of skills covered in the morning classes. Students participate in program planning. — Eastern Michigan University, Ypsilanti.

INDIVIDUAL STUDY PLAN

Curriculum is designed by the project staff to fit the individual student's needs. Packages of texts, bibliographies, and videotapes are compiled for each student. The student then goes through his packaged course at his own pace, with help from his instructors and tutors. — Chadron State College, Chadron, Nebr.

STUDENTS HELP PLAN CURRICULUM

Students participate in program planning and operation. UB "grads" conduct orientation sessions for new students. Make-up courses for high school credit are offered. — Northwestern University, Evanston, Ill.

STAFF WORKSHOPS

Staff discussion workshops cover topics such as: "What kind of class atmosphere best supports interaction?"; "What are the crucial curricular needs of the students?" Workshops for course instructors cover what to teach, how to teach it, use of tutor-counselors, program evaluation. Preprogram staff orientation includes sensitivity training. Curriculum consists of: math, social sciences, English, science and humanities—each using group leaders for discussion of course aims. — Purdue University, Calumet Campus, Hammond, Ind.

THEME/PROJECT PLAN

In each of the three academic areas—art, communications, and social issues—courses are based on use of a theme and student projects. Examples: The communications class used the movie "2001:A Space Odyssey" to introduce a discussion of the basic concepts of human nature, its definition, and the possibilities for change. The social issues class made and edited a film showing the need for playgrounds in the ghettos. Art classes worked with ceramics, sculpture, photography, portraits, posters. — University of Chattanooga, Tennessee.

TEAM APPROACH

The academic part of the summer program is planned and conducted by teams consisting of a professional counselor, a qualified teacher, a bridge student, and a university undergraduate. Each team works with 20 Upward Bounders and plans the program for and with their students. Teams also help students select afternoon and evening activities. — University of Maryland, College Park. (See "Team Teaching in the Summer Program" in the August 1968 *Idea Exchange.)*

Idea Exchange was a monthly magazine published by Educational Associates, Inc., Washington, D.C., for Upward Bound. With the transfer of Upward Bound to the U.S. Office of Education on July 1, 1969, the magazine title was changed to *Idea* and includes material on Talent Search and Student Special Services as well as Upward Bound.

READINESS PROGRAM

Based on feedback from bridge students who were enrolled in college credit courses, the project decided to offer its non-bridge students an elective college-readiness program during the last 4 weeks of the summer program. About 40 students opted for this intensive course in language arts, math, and science. — University of Northern Iowa, Cedar Falls.

CAFETERIA CURRICULUM

The staff programs a curriculum around topics requested by the students. Students have the right to drop out of uninteresting classes. Therefore the teacher has a responsibility for making the material interesting and challenging. — University of South Carolina, Columbia.

COMBINED STUDIES

COLLAGE AND SHADOW

Independent field study projects are offered in five subject areas: social science, natural science, literature, creative arts, and education. Called "collage," the study groups meet on and off campus. Each group is under the direction of a group leader and a subject matter specialist. Students and group leaders plan activities. Groups meet three times a week. Collage activities have included filmmaking, public health, and food processing projects. Two days a week the collage students are involved in individual "shadow" projects in which they spend the day on the job with people working in occupations or professions of interest. — San Francisco State College, California.

CORE GROUP SYSTEM

Eight student core groups are involved as teams in academic, recreational, and social activities. The instructional staff presents an academic "problem" to the entire Upward Bound student body; then core groups work as autonomous units in developing appoaches of study under the given theme. The academic study areas covered are communications, natural sciences, social sciences. A weekly study of ethnic group problems—black/white/red—15 held in three sections, under the direction of a teacher from the ethnic group being studied. — Luther College, Decorah, Iowa. (See "Core Groups at Luther College" in the February 1968 *Idea Exchange.)*

SEMINARS AND "MICRO" CLASSES

As a supplement to the regular academic program, students and staff have developed a series of afternoon idea exchange seminars and "micro classes." These deal with topics of current interest such as Black Power, hippies, and political extremists and make use of college and community resources and outside speakers. — University of Wisconsin, Milwaukee.

NATURE OF MAN

An interdisciplinary course on the nature of man. — Southern Methodist University, Dallas, Texas.

MAN AND SOCIETY

An Integrated Studies course called "Man and Society" is team-taught by three university professors. The course theme, aggression, is approached historically, psycho-socially, and biologically. The class frequently meets at a nearby nature preserve owned by Antioch College. — Wittenberg University, Springfield, Ohio.

INTEGRATED STUDIES

As a supplement to a program of college prep courses, Integrated Studies meets 3 hours daily and focuses on the student and his relationship to society. Self-concept is discussed within the broader perspective of a study of the way film makers, artists, writers, and politicians approach the questions of conformity, protest, self-expression, and war. The program features guest speakers, films, and consultants who conduct interest group activities in drama, music, fine arts, and photography. — Ohio Wesleyan University, Delaware, Ohio.

COMMUNITY AS A CLASSROOM

Direct involvement in community problems is the theme of a series of student seminars. A problem situation is suggested by a student or teacher, a case study is made, and students then work on ways to deal with the problem. Using the community as a classroom, students have become involved in the problems of health, sanitation, the educational system, and recreation sources. — Roosevelt University, Chicago, Ill.

CROSS-DISCIPLINARY

A cross-disciplinary approach is used to teach English, social sciences, and mathematics. — Wichita State University, Wichita, Kans.

MAN AND SOCIETY

The combined studies classes approach day-to-day problems through a study of man in relation to himself and the society around him. A minority cultures class and a social power seminar are also offered. — Loyola University, Chicago, Ill.

PROJECT AS SOCIAL UNIT

Under a program theme "Ways of Knowing," students focus on a study of the group as a social family unit. The 51 black, white, and Puerto Rican students formed a macrocosm of a family group, reflecting all aspects of adolescent society. Student-developed series of "happenings" have included a writers' workshop which combined individual student writing projects with visits from professional writers who criticized student writing and invited students to critically analyze theirs. Also, workshops with visiting artists, folksingers, and poets have been held. — Hofstra University, Hempstead, N.Y. (See "Hofstra Approaches UB Project as a Social Unit" in the July 1968 *Idea Exchange.)*

APPALACHIA THEME

The entire academic program is based on the theme of Applachia. The sociology course deals with the southern mountains; science classes study area flora and fauna; crafts classes include rug-hooking and dulcimer-making. — Alice Lloyd College, Pippa Passes, Ky. (See "Eight Weeks with the Dulcimer" in the April 1968 *Idea Exchange.)*

ARTS AND FINE ARTS

MULTIMEDIA

"Kaleidoscope" introduces students to various art media which may then be pursued in afternoon workshops. Course activities have included: an exploration of sculpture; sketching exercises; a field trip to Boston to consider relationships between art and architecture; a tour of the Boston Museum of Fine Arts; in-class discussions featuring slides of 20th-century art works. — Bowdoin College, Brunswick, Maine.

ELECTIVE COURSES

Students may choose from many electives offered. Included are drama, ceramics, photography, instrumental music, and graphic arts. — St. Mary's College, Notre Dame, Ind.

CULTURAL SEMINAR

A cultural seminar meets as a daily required course and covers fine arts, drama, and music. An end-of-summer variety show is presented. — Indiana University, Bloomington.

BLACK FESTIVAL

A "Black Festival" was one of several ethnic group culture identification projects produced by UB students. — Mundelein College, Chicago. Ill.

BLACK ARTS FESTIVAL

A student-produced "Black Arts Festival" received substantial support from the university's fine arts department, whose chairman made a special trip to New York to acquire contemporary art works for the occasion. The Project Director attributes success of the festival to student planning. — Oakland University, Rochester, Mich.

BLACK THEATER WORKSHOP

A black theater workshop was funded by the State of Connecticut especially for UB students and local participants. — Wesleyan University, Middletown, Conn.

PLAY PRODUCTION

A play, written and produced by UB students, so impressed the university's drama department that, at its request, academic year performances for the entire student body were scheduled. During its 3 night summer run, the play was a sellout to students attending regular college summer school.—Pennsylvania State University, University Park.

MUSIC/DRAMA

Workshops in music and drama are offered. Two musicians team-teach the former. The drama workshop is designed to help students "find" themselves and create positive self-images. — California State College at Fullerton.

ORIGINAL MUSICAL

An original, UB-produced musical is performed for school and community groups in the Boston area during the academic year. — Bridge Fund, Inc., Boston, Mass.

ELEMENTS OF MUSIC

Problem solving situations were used to help introduce students to a study of dynamics, form, beat, rhythm, and tone quality. A percussion project involved the improvisational use of percussion "instruments." These included a box with a brittle snap, a retractable ball point pen, a deck of cards, a can of hair spray. – West Liberty State College, West Virginia. (See "West Liberty Students Write Lyrics, Music for UB Song" in the October 1968 *Idea Exchange.)*

PAINT/POTTERY

Under the guidance of a professional, UB students were offered a paint and pottery workshop off campus. Students assisted in restoring workshop at end of summer. – University of Massachusetts, Amherst.

ROCK AND SONATA FORMS

Rock-and-roll music is used to introduce students to a study of the forms and patterns in a sonata. Students are soon able to distinguish between basic and contrasting themes. By using relevancy, students become involved, increase their self confidence, and can see the relationship of all forms of music to their own life styles. – Knoxville College, Tennessee.

WOOD CARVING

Under the guidance of their creative arts instructor, students make and sell tikis for the "Nehru set." Students have learned much about wood carving in this financially profitable venture. – Philander Smith College, Little Rock, Ark.

APPLIED CRAFTS

In an applied crafts workshop, students learn how to repair common broken objects—furniture, appliances, etc. – Texas Southern University. Houston.

THE HUMANITIES

COMMUNICATIONS

Student involvement in the actual processes of communication included writing and releasing news stories to area newspapers; making radio tapes and doing radio interviews; participating in press conferences; writing letters to the editor; and meeting face-to-face with congressional and State leaders. Students received assistance of a polls specialist in devising and conducting a survey. – Bowdoin College. Brunswick, Maine.

BEREITER-ENGELMANN METHOD ADAPTED

Using a project-adapted version of the Bereiter-Engelmann method, the 50-minute English classes are divided into 20 minutes of language, 20 minutes of reading and phonics, and 10 minutes of language games and logical puzzles. – University of Virginia, Charlottesville.

AUDIOVISUAL AIDS IN THEME WRITING

Films are used as basic sources for theme writing in the English classes. – Temple Buell College, Denver, Colo., and Central College, Pella, Iowa. (Central College also uses records and videotapes as resource materials.)

DESCRIPTIVE WRITING

To combat the problem of too many broad generalizations in student writing, several methods were devised to teach descriptive writing through use of the five senses. Some examples: To explore the sense of touch, class was divided into two teams. Each team member would touch an unseen, commonly recognized object and then write a description of it for his fellow team members to identify. A sense of sight assignment involved attempting to describe a painting so that the reader would be able to visualize it. Using team competition helps students sharpen descriptive writing abilities. – Southern Methodist University, Dallas, Texas. (See "Trial Balloon for Composition" in the June 1968 *Idea Exchange.)*

PRINT SHOP

A print shop was opened in which students printed their own works. The staff felt this project increased student interest and competence in creative writing. – Groton School, Groton, Mass.

CORE COURSE

The summer program is built around a core humanities course which attempts to deal with some basic issues common to all men. Selected readings range from the ancient Greeks to Malcolm X. – Yale Summer High School, New Haven, Conn.

RURAL STUDENTS/ URBAN TEACHERS

Graduate students from eastern colleges and universities teach a humanities course to students from rural areas. – Oklahoma Baptist University, Shawnee.

ETYMOLOGY

An etymology quiz game was developed as a method of motivating students in the traditionally dull subject, vocabulary building. – Southeast Community College, Cumberland, Ky.

GREEK MYTHOLOGY

A course in Greek mythology is one of the summer electives. – Loyola University, New Orleans, La.

ORIENTAL CULTURE

Language, history, art, and cuisine are studied in the Chinese-Japanese culture course. – Rhode Island College, Providence.

LANGUAGE SKILLS

All students are drilled in the basics of English language and language skills. Mexican-American students in the project are given instruction in Spanish language skills. – University of California at Riverside.

LEARNING MACHINES

English grammar, punctuation, and syntax are being taught with six learning machines. The newest type of machine aids the student in review and allows him to proceed at his own pace. – Indiana State University, Terre Haute.

LEARNING LAB

A self-service learning laboratory called "Quest" was designed to help students develop an interest in reading and independent study. It is located in a large air-conditioned room and features teaching machines and programed texts. Two tutor-counselors are on hand to help the students. – Florida A.&M. University, Tallahassee. (See "Quest: A Self-Service Educational Laboratory For Underachievers" in the May 1968 *Idea Exchange.)*

LINGUISTICS

In a linguistics course, three technical devices were used: one for instruction in use of the telephone; a teletype; and a machine that uses audiovisual approaches to language teaching. – Cochise College, Douglas, Ariz. (See "Language Learning Boosts" in the March 1968 *Idea Exchange.)*

LANGUAGE ARTS "CASINO"

A language arts "casino" helped teach students parts of speech, vocabulary, and logical patterns of thinking through games that reward players with high scores. A former Project Director developed the games. A project film shows the "casino" in action. – Indiana State University, Terre Haute.

SCIENCE

RESEARCH PROJECT

In a Science/English interdepartmental project indivual student research on a man of science was conducted to gain information for a talk given to the science class. English department faculty aided each student in the art of organizing research and preparing speech outline. The purpose was to further the student's knowledge of science while also helping him to acquire skills in using the library and to see the value of English class assignments through application. — West Virginia Institute of Technology, Montgomery.

GENETICS OF RACE

The biology course was taught by a geneticist. Time scale of probability was used in teaching the genetics of race and skin color. — University of Washington, Seattle.

SCIENTIFIC METHOD

Stress was on the scientific method: need for knowing how to ask the right questions; need for patience during experiments; need for understanding limits of findings. Student teams had their own lab equipment and specimens; they were responsible for control of their individual experiments. Two examples of problems that groups worked on are: Can frogs see color? What is the learning ability of a mouse? — Colorado State College, Greeley.

INTEGRATED SCIENCE

The integrated science course used demonstration materials from the college's botany, ecology, limnology, and comparative anatomy courses. Where demonstration or personal involvement was impractical, film was used. Classroom activities were directed toward personal involvement in the lab, in lecture sessions, and in the synthesis of ideas by debative interaction. — Eastern Kentucky University, Richmond. (See "Biology: A Demonstration in Reality" in the August 1968 *Idea Exchange.)*

CAMPING: ECOLOGY

In a week long outdoor camping experience, students learned by observation about classes of plant and animal life and their ecological relationships. Afternoon discussions ranged from geologic history of the area to evolution and religion. — Arkansas Polytechnic College, Russellville. (See "An Upward Bound Camp in the Ozarks" in the August 1968 *Idea Exchange.)*

CAMPING: SURVIVAL

A 6 day primitive camping experience was designed to teach teams of students to become autonomous and self-sustaining. Each group reflected the project's diversity in race, sex, and national origin. Student-selected team leaders met for training and planning prior to camping week. Campers could choose activities such as lensatic compass, river charting, flora and fauna. — West Texas State University, Canyon.

MARINE BIOLOGY

Learning to use the powers of observation was stressed in this course. Activities ranged from dissecting an anesthetized dogfish and observing living

plankton to a 24-hour field trip to an island to observe tidal changes. As a voluntary final exam, students chose five of 15 living specimens and wrote or drew what they observed. Students helped plan what to study, and how to study it. – Bowdoin College, Brunswick, Maine.

PHYSICS

In a physics class for science-oriented students, emphasis is on developing intuitive understanding based on direct sensory experience. Mechanics, electricity, and optics are covered—using materials relevant to everyday life and teaching techniques designed to facilitate the transition from sensory experience to symbol orientation. – Washington University, St. Louis, Mo.

ROCKETRY

Rocketry is a feature of the summer math-science course. Students make and fire their own rockets from the campus green. – Hofstra University, Hempstead, N.Y.

LAB-LECTURE

Each science class is an integrated lablecture course on one particular scientific problem. A learning-by-doing approach is used by the instructor. – West Virginia State College, Institute, W. Va. (See "Photography Proves Effective in Teaching Chemistry" in the October 1968 *Idea Exchange.)*

MARINE BIOLOGY/ OCEANOGRAPHY

The textbook is Rachel Carson's *The Sea Around Us.* The marine biology/ Oceanography students are exposed to geology, chemistry, and physics. Classroom lectures supplement field work. Oral reports based on the student's observations and findings are given at the end of the course. – Florida Presbyterian College, St. Petersburg. (See "Two Florida Programs: Curriculum in Motion—By Sea" in the January 1968 *Idea Exchange.)*

AERONAUTICS

In an aeronautics course, students study flight theory, meteorology and navigation and actually handle a plane in flight. – University of South Florida, Tampa. (See "Two Florida Programs: Curriculum in Motion—By Air" in the January 1968 *Idea Exchange.)*

MATHEMATICS

APPLIED MARKETING

Students formed a corporation called Cozy Coasters, Inc., bought shares, elected a board of directors, and employed contemporary marketing and advertising techniques and have realized excellent profits from their product (the round mat to set a glass on). — Morehead State University, Morehead, Ky. (See "Production Sales Booming As Students Form Coaster Corp." in the September 1968 *Idea Exchange.)*

MATH GAME

Student need and achievement studies were used to develop a math game in which students are "paid off" in scrip for problems solved. At summer's end, students use their scrip to "buy" a variety of prizes donated to the project by community members. Top prize last summer was an airplane trip. — Temple University, Philadelphia, Pa.

PROBLEM SOLVING

Algebraic and geometric concepts and skills are taught in a contemporary math course. Problem solving and relating to new situations are emphasized. — St. Mary's College, Notre Dame, Ind.

MATH FELLOWSHIP

The school trustees funded a unique teaching fellowship in which a mathematics teacher from Philadelphia was hired to head the UB program's math department for the summer, to teach math at the school during the academic year, and to serve as assistant to the Project Director and adviser to sending schools in the area. Similar arrangements with teachers from other urban areas are planned for the future. — Groton School, Groton, Mass.

GAME THEORY

Games and game theory are used as an introduction to mathematics. Students learn basic concepts used in all types of math, from algebra to calculus. — Washburn University, Topeka, Kans.

PROBABILITY

Several projects use a casino approach in teaching probability. Among them are Graceland College, Lamoni, Iowa; and Virginia Union University, Richmond. Virginia Union also uses surveying to teach trigonometry.

CONSUMER FINANCE

In a consumer finance course, speakers on subjects such as real estate offer information on purchase, sale, transfer, etc. In-class follow up deals with interest rates, time differentials, and calculating costs and helps students overcome weaknesses in working with percentages, fractions, and solving for unknowns. — Baylor University, Waco, Tex.

COMPUTERS, GAMES, CHESS

Mathematics is taught by using the computer, Three-dimensional games, and a chess tournment which involves use of percentages and points built around a computerized formula. — University of Northern Iowa, Cedar Falls.

CONSUMER ECONOMICS

Budgeting, installment buying, interest rates, and trade-ins are among the topics covered in a consumer economics course. The class visits a local bank. – Arkansas A.M.&N. College, Pine Bluff.

LOGIC AND PROBLEM SOLVING

A logic and problem solving course covers map coloring, prime numbers, probability, trigonometry, geometry, symmetry, rules of mathematics, and properties of numbers. Students use the college computer and learn how to operate a teletype machine. – Bowdoin College, Brunswick, Maine.

COMPUTER TECHNOLOGY

A course in computer technology was provided students by an oil company. A company mathematician teaches the program. UB grads who have taken the course have been able to land high-paying part-time jobs on campus. – Texas Southern University, Houston.

SOCIAL STUDIES

EXCURSION

An excursion program was designed to help students improve problem solving abilities. Students have visted the State Youth Authority facilities, State prison, and training school for the mentally handicapped. They have toured a hotel, an airport, and private clubs. Group discussion follows each visit, and students write about their experiences. The academic year phase of this program is devoted to the "world of work" and observing the processes involved in becoming a trained, productive person. — Weber State College, Ogden, Utah. (See "Community Excursions at Weber State" in the May 1968 *Idea Exchange.)*

HISTORICAL PAGEANT

As part of a cultrual heritage course, UB students celebrate Nebraska's centennial year by presenting a pageant depicting the legend of Chief Crazy Horse. — Chadron State College, Chadron, Nebr. (See "Experience is the Curriculum - An Indian Pageant" in the March 1968 *Idea Exchange.)*

DISCUSSION COURSE

The social studies course is team taught. Topics for discussion include poverty, race relations, Vietnam, and gun legislation. At the end of the summer, the cause focuses on anticipated student problems in returning home and how to deal with them. — Indiana University, Bloomington.

BLACK HISTORY

The black history course deals with the development of racism in the social, political, and economic systems of the country. — Norman College, Norman Park, Ga.

MODEL COMMUNITY PROJECT

The social studies course involves planning the development of a model community. — North Carolina Wesleyan College, Rocky Mount.

MINORITY GROUP HISTORY

American Indian history courses are taught at Chadron State College in Nebraska and at the University of South Dakota, Vermillion; Afro-American history courses at Webster College, St. Louis, and the University of Missouri—Kansas City. All stress cultural study from an historical perspective.

BLACK/WHITE STUDIES

Black students study the various forces that have produced "black poverty" in America; white students, the forces that have produced "white poverty." The two classes meet together weekly to compare findings and draw conclusions about the relative positions of blacks and whites in contemporary society. — Rockhurst College, Kansas City, Mo.

SEMINAR

An economic and political seminar is part of the social science curriculum. — Northwestern University, Evanston, Ill.

STUDY TOUR

A statewide summer study tour provides the basis for an academic year discussion course and model city design project. The summer tour includes visits to Philadelphia and Pittsburgh to study urban problems and to rural areas of the State to study white poverty and the problems of Appalachia. Urban planners, government officials, and model city program staffers were among guest speakers during the on-campus part of the course. — Franklin and Marshall College, Lancaster, Pa.

COMMUNITY STUDY PROJECT

Students in this project are natives of St. Landry parish, a poor rural area. Their study of the area's local economics involves research and opinion gathering. Parents and other adult members of the community have become involved in this project. — Xavier University, New Orleans, La. (See "A Family Need a Thing To Be Proud of" in the February 1968 *Idea Exchange.)*

CURRENT EVENTS

Current events seminars use newspapers and magazines as textbooks. Subscription to a local Spanish-language newspaper provides a source of special interest discussion topics for Spanish-speaking UB students. — Prairie View A&M College, Prairie View. Tex.

ELECTION YEAR FOCUS

State and national elections were the focal point of a social studies course. The role of the individual in shaping the government through voting power was the class theme. Attending political rallies and interviewing candidates after speeches preceded the project's end-of-summer mock political conventions. — West Texas State University, Canyon.

TURF AND AFRO-AMERICAN COURSES

"Turf," a slang expression for power or property rights, is also the title of the social studies discussion course. Among the topics covered are analyzing the company town and development of the labor movement. An Afro-American studies course taught to mixed sections of students and staff, includes history, sociology, anthropology, and psychology. — University of Washington, Seattle.

MINORITY GROUP HISTORY

Minority group history course uses a cross-cultural approach. Music and literature of black and Latin origin are studied. Instructors include teachers, outside experts, and tutor-conselors. — Wesleyan University, Middletown, Conn.

STUDENT/STAFF CORE COURSE

"Social Change" is a daily 2-hour core course for students and staff. Participants designed and wrote a social studies curriculum using a multicultural approach to U.S. History and Problems in American Democracy. Course planning and research are a joint student-staff venture during the academic year. — Humboldt State College, Arcata, Calif.

AMERICAN HERITAGE

An assistant to the Governor of Maine teaches an American Heritage course, which has included class field trips to the capitol and nearby cities and interviews with elected and appointed officials. – Gorham State College, Gorham, Maine.

AFRO-AMERICAN HISTORY

In an elective course which combines history, sociology, and anthropology, the history and tactics of the black revolution in America and the cultural/religious life of African tribal groups are studied. – Cherry Lawn School, Darien, Conn.

SOCIAL ISSUES SEMINARS

In a social issues seminar course, topics ranged from contrasting problems of urban and rural life to the generation gap. Readings, films, field trips, and outside speakers were used to generate ideas. Object was to help students learn to think about, investigate, and evaluate these issues for themselves. – Bowdoin College, Brunswick, Maine.

BRIDGE PROGRAMS

COURSE OPTIONS

Bridge students were given three summer program options: participate in regular UB programs, audit college classes, or enter the college's Career Scholarship program in which students work during the day, take college courses at night, and receive special guidance and counseling. — Washington University, St. Louis, Mo.

LECTURE SERIES

A year-round lecture series, conducted by university professors, is designed to help students gain experience with the patterns of instruction and the atmosphere of the regular college classroom. — Roosevelt University, Chicago, Ill.

TEST EXTENSION

Bridge students enroll in regular college classes during the summer. Special tutoring assistance is offered. Students may extend class exam date for 2 weeks after close of regular college summer session. Test date extension is made possible by UB's later summer closing. —Graceland College, Lamoni, Iowa.

T-C's AUDIT COURSES

Bridge students are enrolled in regular college credit courses. Upward Bound tutor-counselors (T-C's) audit these courses in order to be of better assistance to students. — Colorado State College, Greeley.

TUITION CUT

The university cut tuition costs 20 percent for bridge students enrolled in regular college courses during the summer. — University of Louisville, Kentucky.

COLLEGE PREP COURSE

"Know Yourself" is an introductory course in the whys and wherefores of college life offered to UB students. — Occidental College, Los Angeles, Calif.

STUDY COURSE

A college professor has developed a multidisciplinary study course which presents an overview of various disciplines and techniques for studying particular subjects. One day is spent on each subject area. Students participate in open discussions and write short summaries on topics discussed. — Bloomfield College, Bloomfield, N.J.

COMPOSITION AND RHETORIC

Writing essays based on experiences or local material allows the student to work with his experience in his language. Use of reference materials, selected readings, and individual student-teacher conferences are part of the college prep course offered in composition and rhetoric. — Bowdoin College, Brunswick, Maine.

TUTOR AIDES

Bridge students work in the summer program as paid tutor aides and are offered a special Afro-American seminar. – Earlham College, Richmond, Ind. (See "Students Are Staff in Pre-Freshman Program" in the July 1968 *Idea Exchange.)*

POETRY SEMINAR

A poetry analysis seminar is designed to introduce students to college freshman English. The course attempts to develop analytic skill through close examination of individual poems. Practicing poets are invited to read from their works and participate in discussions with students. Work in library procedures and preparation of research papers are part of the course. – Bowdoin College, Brunswick, Maine.

"GREAT INNOVATORS AND THEIR INNOVATIONS"

Socrates, Thoreau, Freud, Ghandi, Jane Addams, and Malcolm X were among the innovators studied in a special seminar course for UB graduates serving as program assistants in the summer project. Group discussions and individual projects were used to acquaint students with the world of ideas. – Bowdoin College, Brunswick, Maine.

STUDENTS HIRED BY PROJECTS

Work-study jobs in the UB summer program are provided to those bridge students already admitted to college. Some work as tutor-counselors, others as secretaries or office assistants. Students whose financial needs would not otherwise permit them to be involved in the summer UB program can thus benefit academically and financially. – Purdue University, Calumet Campus, Hammond, Ind.

ACADEMIC YEAR PROGRAM

ON CAMPUS

CAREER CONFERENCE

The Chicago Committee on Urban Opportunity organized a 2-day career conference and luncheon for Upward Bounders and representatives from more than 20 professions. CCUO works with the six Chicago area projects during the academic year.

CORE LECTURES

Students return to campus on Saturdays for college core lectures. A variety of topics, such as music, novelists, and poets is presented. College student volunteers participate with Upward Bounders in post lecture discussions. — Florida Presbyterian College, St. Petersburg.

TEST TAKING

In a test taking course, students take exams consisting of sample College Board questions. — University of Miami, Florida.

COLLEGE STUDENTS AS TUTORS

Many college student organizations have provided tutorial assistance to Upward Bounders. At Southwestern State College in Oklahoma, the Student Education Association offers tutorial help and a part-time job placement service. At Ohio University, tutoring Upward Bounders is part of the service qualification for pledges of Kappa Delta Pi, the national honorary education fraternity. Teacher Corps and VISTA have provided tutors for many Upward Bound r ojects.

DISCUSSION GROUPS

Upward Bound students participate in group discussions with leaders of fraternities, student government, professional clubs, etc. Seminars on "How to Study, Work, and Pay your Way through College" have been conducted by the Student Government Association. — University of Maryland, College Park.

COURSE STRUCTURE

The weekly English and mathematics courses are organized into three 10 week segments. Each segment involves different subject matter emphasis and each involves a different teacher. — Morehouse College, Atlanta, Ga.

INFORMAL SEMINARS

The learning process was moved out of the classroom by holding college-style informal seminars in the homes of professors. — Florida Presbyterian College, St. Petersburg.

SATURDAY PROJECTS

Saturday projects are the basis of the academic year followup phase. Included are ghetto economics, censorship, rocketry. — Emory University, Atlanta, Ga.

VISITS TO OTHER UB PROJECTS BY PHONE

Prior to visiting with Upward Bounders from other parts of the country by telephone, a study of the geography, language, and climate of the area was made. Extension phones and the college's tele-lecture equipment made it possible for all students to participate in phone conversations. — Tougaloo College, Tougaloo, Miss.

OFF CAMPUS

PAPERBACK BOOK CLUBS, NEWSLETTERS

Paperback book clubs and newsletter are popular in many projects. The two ideas are connected at Bowdoin College in Maine where student-written book reviews often appear in the monthly newsletter.

CLUSTER GROUPS

By recruiting rural students in clusters and selecting summer staff members from schools in each community, those students who do not live close enough to campus to attend Saturday sessions may meet in weekly cluster groups with the UB teacher from their area. — Prairie View A&M College, Prairie View, Texas; and Central College, Pella, Iowa.

CORRESPONDENCE COURSES

Several projects offer correspondence courses. A "How to Study to Succeed in College" course is administered through the Ohio University (Athens) extension division. The College of St. Teresa, Winona, Minn., offers an English composition course especially styled for Upward Bounders. Morehead University in Kentucky offers home economics and industrial graphics correspondence courses.

TUTORING INSTITUTES

Two week long intensive residential tutoring institutes are held during Christmas and Easter vacations for students who live too far away to attend the project's weekly on-campus tutorial sessions. Seven project faculty members live in the dorm with students and conduct institute classes at the college conference center. — State University of New York, Plattsburgh.

DIAL-A-TUTOR

Students are encouraged to phone the project for long-distance tutorial assistance. The project also works with area Community Action agencies and local volunteers to obtain tutoring assistance for the students. — State University of New York, Stony Brook.

PEN PALS

A number of UB projects have developed pen pal programs—some with students in other UB programs, some with foreign students.

STUDENTS STAY IN LOCAL HOMES

Improving college community relations and bettering interracial understanding is the purpose of a project community program in which students live in homes of local residents during on-campus reunion weekends. — Southwestern State College, Weatherford, Okla.

CLUSTER PARTIES

Spring and fall "cluster parties" are held in each of the six widely scattered geographic areas from which the project draws its students. UB staff members attend, along with students, parents, advisory committee members, area teachers, and Community Action workers. — University of Montana, Missoula.

HIGH SCHOOL INVOLVEMENT

SPECIAL ASSISTANCE

Teachers in the high schools who also taught in the summer UB program have been relieved of some classroom duties in order to give special assistance to Upward Bounders– Harvard University Cambridge, Mass.

UB STUDY HALLS

In-school UB study halls are staffed by the project's summer staff, tutor counselors, and college faculty and are open to non-UB students. Afternoon and evening tutorial sessions are also part of the followup. – Wooster School, Danbury, Conn.

NEWSLETTER TO SCHOOLS

A newsletter from the Project Director is sent to Upward Bounders and high school personnel. – Bemidji State College, Bemidji, Minn.

SCHOOL CLUSTERS

Three teachers from each of the five UB-sending high schools are directly involved in followup activities. School cluster groups meet monthly with these teachers, college faculty, and tutor-counselors to coordinate in-school activities and plan monthly on-campus programs. – Spring Hill College, Mobile, Ala.

SCHOOL WITHIN A SCHOOL

During the academic year all Upward Bounders attend a single high school. The students are placed in special classes, spend double periods in their major courses, and receive intensive tutoring and counseling assistance. – Kingsborough Community College, Brooklyn, N.Y.

GUIDANCE HELP

The college has assigned a social work student to aid the guidance staff at one of the high schools enrolling a large number of Upward Bound seniors.– Purdue University, Calumet Campus, Hammond, Ind.

DEBATE/DRAMA

A college faculty member developed a debate and drama program for Upward Bounders and high school students who wanted help in oral communications. The special program meets in area schools that enroll UB students.–Morehead State University, Morehead, Ky.

FTA's JOIN IN UB MEETINGS

High school student-members of the Future Teachers of America are invited to attend all UB academic year sessions.–Purdue University, Calumet Campus, Hammond, Ind.

PROGRAM FOR TEACHERS

An in-school program called "Upward Bound and the Schools" is sponsored by the college and involves over 200 area teachers and counselors.–Webster College, St. Louis, Mo.

UB FILM SHOWN

A movie camera was donated to the project last summer and UB summer activities were filmed by the students. The film has been shown in all the city's feeder schools.—St. Mary's College. Notre Dame, Ind.

RIPPLE EFFECT

UB has had quite an impact on the Topeka public school system. After UB's first year in this community, the Project Director was asked to help develop a proposal for a model inner-city school designed on the principles of Upward Bound.—Washburn University, Topeka, Kans.

CONSORTIUM SCHOOL

The Consortium School is an experiment in transferring UB principles into the school system. Four area colleges and the public school system worked together to develop a special curriculum for 320 ninth to twelth graders. Participating institutions donate facilities and personnel to the public schools. Detailed information on this program has been published in the *New York State Schools Journal.* Utica College, Utica, N.Y. participates in the UB program.

COUNSELING

JOB CORPS ENROLLEES

Older Job Corps students have been integrated into the program by making them responsible for the younger Upward Bounders, in the role of assistant counselors. So that college admissions could be obtained, these Job Corps students must have GED certificates. – University of Maryland, College Park.

HUMAN RELATIONS

Three courses in human relations with special content for bridge, senior, and junior students are taught by the project counselors.–Oakland University, Rochester, Mich.

GROUP COUNSELING

Six mixed groups of UB students meet with a counselor and tutor-counselors at regular intervals. Result: considerable feedback to project staff.–University of Massachusetts, Amherst.

GROUP, INDIVIDUAL SESSIONS

Several full-time guidance counselors conduct regular intensive group and individual counseling sessions for the students.–Gannon College, Erie, Pa.

COUNSELOR TRAINING

Training tutor-counselors as group counselors is part of the preprogram staff orientation.–State University of New York-Stony Brook.

"ENCOUNTER" GROUPS

In group counseling sessions, called "Encounter," 12 students meet with faculty members to talk about themselves and their problems. The staff has devised a "counselor evaluation form" to aid in discussing individual student problems and making subsequent recommendations.–Occidental College, Los Angeles, Calif.

JOB COUNSELING

Volunteers from the community who were successful in careers of interest to project students, and who came from backgrounds similar to those of the students, were recruited to conduct on and off-campus in-depth career counseling sessions.–Washington University, St. Louis, Mo.

DISCUSSION GROUPS

As a supplement to individual student counseling, groups of six to eight students meet regularly with a counselor to discuss topics of interest and "tell it like it is." These sessions run 1 to 1½ hours each. – Marist College, Poughkeepsie, N.Y. and Bennett College, Millbrook, N.Y.

INSERVICE TRAINING

A member of the Yale Child Study Center meets with the Master Teachers and tutor-counselors working in the program for weekly inservice counseling training sessions.–Wesleyan University Middletown, Conn.

STAFF PSYCHOLOGIST

Each of the 12 program assistants works with three or four students in the areas of personal problems and general adjustment counseling. These assistants meet weekly with the project's clinical psychologist to discuss ways of coping with particular student problems. The psychologist is also available to consult with students and with project staff.—Bowdoin College, Brunswick, Maine.

STAFF TRAINING

Sensitivity training sessions are part of the preprogram staff orientation. Focus is on the development of interpersonal skills.—Bucknell University, Lewisburg, Pa. (See "Sensitivity Training for Staff Orientation" in the April 1968 *Idea Exchange.)*

MEETING COLLEGE REPS

Students from seven Chicago area Upward Bound programs met with representatives from 20 colleges in an all-day session at Chicago's Loyola University. Students were able to meet with college representatives on a one-to-one basis. (See "Loyola Sponsors College Day" in August 1968 *Idea Exchange.)*

SYMPOSIUM

A weekly staff-student symposium includes academic and college counseling sessions. Invited speakers have included college financial aid, placement bureau, and admissions directors.—Indiana University, Bloomington.

SPECIAL PROGRAM FOR SENIORS

The counseling program for seniors includes frequent trips to other colleges to check living conditions; filling out applications, simulating college conditions; making out course schedules; writing letters of application and autobiographies; discussion sessions.—Mundelein College, Chicago.

GUIDANCE BOOKLETS

A "Post High School Plan Booklet" and an illustrated brochure called "Can I?" were produced by students under supervision of the project guidance director. (See appendix D of this manual.) — Bowdoin College, Brunswick, Maine.

FOCUS PROJECT

The Fellowship of Concerned University Students (FOCUS) is assisting in the placement of students as college freshmen in UB projects in 23 southern and western States. FOCUS has secured public and private funds and is staffed and directed entirely by college students. Academic year headquarters: Adams B-15, Harvard University, Cambridge, Mass. 02138 Summer headquarters: 520 Westview Drive, Nashville, Tenn. 94108. (See "New Student Group Assists Upward Bound" in the August 1968 *Idea Exchange.*)

STUDENT GOVERNMENT

EXPERIMENTS IN GOVERNMENT

From a list submitted by the Project Director, students selected a new form of government for each week of the summer program. These ranged from dictatorship to constitutional monarchy to timocracy. Petitions, referendums, campaigns, strategy sessions, and letters to the editor were used.—Berea College, Berea, Ky. (See "The Governed and the Governors" in the November 1968 *Idea Exchange.)*

COURT SYSTEM

A student court system was designed to teach students the practical application of democratic principles and offer a way in which they could participate in decisionmaking. Student-elected judges appointed court officers to investigate charges. If a hearing were held, the student-defendant could conduct his own defense or select a fellow student to defend him. Court verdicts were reported to Project Direct and counseling staff for final action.—Southwest Texas State College, San Marcos.

CONSTITUTION

Students wrote their own project constitution based on the U.S. Constitution.—Baylor University, Waco, Tex.

DORM COUNCIL

Students share in decisionmaking by helping to run the dormitories and serving on a dorm advisory council.—Ohio Wesleyan University, Delaware, Ohio.

REVIEW BOARD

The student government consists of a review board which uses a project-developed constitution as the basis for making disciplinary recommendations to Project Director.—Yale University, New Haven, Conn.

COUNCIL/SENATE SYSTEM

A student council—president; executive, financial, and activities vice presidents; and a secretary—was elected by the entire student body. The Senate consisted of an elected representative from each of the sending schools. Its responsibilities were to establish rules of conduct and to assist in planning field trips, curriculum, and social activities. A court system was developed to handle discipline, with the Project Director as final authority.—College of Southern Utah, Cedar City.

ADVISORY BOARD

A student-elected advisory board helps plan project activities and makes recommendations to the Project Director on all aspects of the program.—University of Louisville, Ky.

LEADERSHIP TRAINING

Learning and practicing leadership are stressed in a student council which is primarily responsible for program management, a student court system, and in weekly "community meetings" where student criticisms and suggestions are heard and frequently acted upon.—Wittenberg University, Springfield, Ohio.

INTER-PROJECT EVENTS

UB OLYMPIAD

Several hundred students participated in an Upward Bound Olympiad, which was designed by the host college, Purdue, to bring out and develop individual and team talents. Competitive events in track, table tennis, tumbling, basketball, softball, debate, poetry writing, oratory, and mathematics were held. Participating projects were those of the University of Illinois; Central State University, Ohio; Indiana State University; and the University of Notre Dame.

SPORTS MARATHON

Three neighboring projects jointly sponsored a sports marathon with track and field events on each campus. The participating projects were Webster College, Washington University, and Southern Illinois University, all located in or near St. Louis, Mo.

DEBATE PROGRAM

Inter-Club round-robin debates are a feature of the academic year followup program for the six Chicago area UB projects.

PEN PALS

Purdue Upward Bound students have become pen pals with UB students in Guam, Puerto Rico, and Hawaii.

COLLEGE BOWL

Last summer UB students at Tougaloo College, in Mississippi, and LeMoyne College, in Tennessee, competed in a "college bowl" contest in Negro history. The host project, Tougaloo, has made plans to challenge other projects in similar contests. A rematch with LeMoyne is planned.

ARTS FESTIVAL

Three Kentucky projects staged a cultural arts festival. Morehead University and Berea College UB students performed Appalachian dances; Kentucky State College students performed Afro-American dances.

PARENTAL INVOLVEMENT

AIDING UB PAMILIES

All project staff members, including tutor-counselors, are trained as paraprofessional social workers. In addition to carrying out academic year staff assignments, they act as liaison between UB families and local social service agencies.—Dowling College, Oakdale, N.Y.

PARENTS AS PROGRAM AIDES

Nine parents are paid by the program to serve as program aides. They visit homes to keep parents informed and students motivated, provide transportation to campus events and tutoring sessions, and follow up on medical and dental needs. They file biweekly reports to the Project Director.—State University of New York, Plattsburgh, N.Y.

COMMUNITY COORDINATOR

A local woman serves a dual function—housemother for students and community coordinator. In the latter capacity she visits homes to offer help to families in such areas as medical care and housing.—Temple University, Philadelphia, Pa.

MOTHERS MEETINGS

Neighborhood UB mothers' meetings are held to discuss matters of common interest and to find ways to help the project by providing transportation, etc.—Western Reserve Academy, Hudson, Ohio.

PARENTS CLUB

Some parents initiated and hosted a cookout; as a result a parents club was formed with the purpose of helping the UB program. Such assistance has included chaperoning campus activities, and transportation.—Eastern Michigan University, Ypsilanti.

PARENTS ORGANIZATIONS

Some projects have created special committees for parents, organized neighborhood advisory groups, and encouraged active parent participation in PTA and local school activities. Among them are those at Oklahoma Baptist University, Texas A. & I. University, and Xavier University in New Orleans. (See "A Family Needs a Thing To Be Proud Of" in the February 1968 *Idea Exchange.)*

SUPPORT SERVICES

The college is negotiating with the University of Maine's extension services for parental education and support in such areas as group dynamics, delinquency, nutrition, and family planning.—Gorham State College, Gorham, Maine.

BROTHERS, SISTERS INCLUDED

Because brothers and sisters often showed up on visiting days, the project decided to encourage them to ocassionally stay overnight in the dorms and participate in field trips.—University of Maryland, College Park.

LECTURE SERIES	Participation in a lecture series on adolescent problems involved parents of UB students from three area projects.—University of Louisville, Kentucky.
RECEPTIONISTS	Parents serve on the reception desk during the residential summer phase of the program.—Webster College, St. Louis, Mo.
DISCUSSION GROUPS	Public Advisory Committee members, UB staffers, and UB parents meet in homes for small-group discussions on such topics as financing a college education, reviewing student progress, and program planning.—Texas A.&I. University, Kingsville.
OPEN HOUSE/TOUR	Academic year open house for parents included a tour of the campus and a meeting with the admissions director on financial aid, scholarships, applications, etc.—College of St. Teresa, Winona, Minn.

COMMUNITY INVOLVEMENT

STUDENTS TUTOR AT JUNIOR HIGH

In "Operation Catch-Up" Upward Bounders tutor Junior high school students each Saturday. UB project staff assists in developing lesson plans, etc.—Fort Valley State College, Fort Valley, Ga.

STUDENT-DEVELOPED COMMUNITY PROGRAMS

Student-developed programs and forums are offered to community groups. Among them: "I Have A Dream," based on past and present hopes and aspirations of Negroes, teenage problems, social issues.—Tougaloo College, Tougaloo, Miss.

UB SPEAKERS BUREAU

A speakers bureau offers a series of slide and movie presentations to civic and community groups. Short speeches by UB students follow. The project feels the bureau performs the dual role of aiding students in developing poise and speaking ability while also providing the community with information and enlisting its support.—College of Southern Utah, Cedar City.

COMMUNITY PROJECTS

UB improved its image and thanked the community for its support by devoting an afternoon to various community projects. This was a result of a meeting with the mayor and city council to ask for suggestions, followed up by UB student government review of suggestions and planning of these projects.—College of Southern Utah, Cedar City.

STUDENT ART SHOW

A traveling display of UB student art—oils, sketches, etc.—has been shown in high schools throughout the project's area.—Gorham State College, Gorham, Maine.

SUNDAY DINNERS

Upward Bounders were Sunday dinner guests in homes of community residents during the summer.—Graceland College, Lamoni, Iowa.

VOLUNTEER CORPS

Community residents joined college students and faculty in volunteering to assist the project with academic projects, sewing classes, the making of posters, etc.—Purdue University Calumet Campus, Hammond, Ind.

CLUB SPONSORS

The project worked through church organizations, schools, and advisory committees to find community sponsors for academic year college clubs.—Ohio University, Athens.

SEMINAR LEADERS

Volunteers from the community conduct weekly seminars in their area of expertise. Question-and-answer sessions follow.—Washington University, St. Louis, Mo.

TRANSPORTATION

Area service organizations—Rotary, Elks, etc.—provide transportation for students to and from academic year study centers.—Mercersburg Academy, Mercersburg, Pa.

CAMPOUT SITES

Area residents who own mountain cabins have let project use them for weekend campouts. —University of Nevada at Las Vegas.

OUTSIDE SPEAKERS

Outside speakers for project seminars have included the district attorney, a newspaper editor, State legislators, a panel of clergymen, a group of ex-convicts, and entertainers.—University of Nevada at Las Vegas.

EXCHANGE OF VISITS

Students make regular visits to community leaders. In turn, community leaders regularly are invited to participate in project discussion courses. — Marist College, Poughkeepsie, N.Y.

HEAD START AIDES

Following a training session by teachers and social workers, several UB students worked as volunteer assistants in a Head Start project daily for 6 weeks. Under the guidance of professionals, the UB students helped individual youngsters in correcting reading deficiencies, etc.—Bowdoin College, Brunswick, Maine.

BIG BROTHER, BIG SISTER PROJECT

UB students are "big brothers" and "big sisters" to elementary school students. This one-to-one relationship project includes weekly on-campus activities for participants.—Temple Buell College, Denver, Colo. (See "UB Students 'Adopt' Grade School Youngsters" in the January 1969 *Idea Exchange.)*

ENTERTAINMENT FOR YOUNGSTERS

Twice a week, Head Start and other disadvantaged children are bussed to the campus where they are entertained by UB students. Sports, music, and UB-produced plays have been among activities offered.—State University of New York, Binghamton.

COMMUNITY TUTORS

Community has aided the project all year in tutoring. Summer evening tutors have been college and high school students and adults recruited through service clubs and schools. On-campus and Harlem-based academic year tutoring has involved parents and Public Advisory Committee members.—Hofstra University, Hempstead, N.Y. (See "Hofstra Tutorial Program Involves Local Community" in the January 1969 *Idea Exchange.)*

TAPES FOR THE BLIND

In cooperation with the State school for the deaf and blind, UB students make tape recordings for blind students. Upward Bounders read and edit their own tapes.—Idaho State University, Pocatello.

SPECIALISTS AID STUDENT TUTORS	Reading specialists and other educators conduct seminar sessions to assist UB students who work with underachieving elementary school students as volunteer tutors.—Sarah Lawrence College, Bronxville, N.Y.
WORKING WITH VISTA	UB students serve as volunteer assistants to VISTA workers. They also tutor elementary school students.—College of the Virgin Islands, St. Thomas
TALENT SHOW, CAROLING	The six Chicago area UB programs have conducted citywide variety shows and have formed a chorus to tour schools and hospitals for Christmas caroling.
SEER CHAPTER	A UB chapter of the Student Educational Exchange Roundtable meets weekly with students from nonpoverty backgrounds to discuss the Great Books Series.—Washington University, St. Louis, Mo.
PAC PROVIDES STUDY AREAS	Public Advisory Committee members have provided study places for students whose home environment created difficulties in this regard.—Glassboro State College, New Jersey.
JOBS FOR STUDENTS	"Need Help? Call Upward Bound" is the head on a classified ad placed by the UB Enployment Bureau. The bureau has been successful in meeting part-time job needs of UB students.—Southwestern State College, Weatherford, Okla.

COLLEGE AID AND PROGRAMS

FINANCIAL AID

NATIONAL DEFENSE STUDENT LOAN PROGRAM

Most colleges and universities take part in the National Defense Education Act student loan program. To qualify, the recipient must be a high school graduate who needs financial help for educational expenses. He must be enrolled in college at least half time. Colleges and universities approve and make the loans and are responsible for collections. (Students in proprietar institutions are eligible gor NDEA loans from any sums appropriated in excess of $190 million.)

Undergraduates may borrow up to $1,000 a year for 5 years. No principal or interest is paid while the student is in school. Repayment, with 3 percent a year interest begins 9 months after the student graduates or leaves college. Repayment may extend for up to 10 years.

Repayment may be deferred up to three years while the borrower is serving in the Armed Forces or as a volunteer with Peace Corps or VISTA. A borrower who becomes a full-time teacher in a public or nonprofit elementary or secondary school, in an Armed Forces overseas school, or in an accredited institution of higher education may have 50 percent of his loan forgiven at the rate of 10 percent per year. If a borrower teaches in a designated low-income area school or in a recognized school for the handicapped, he may qualify for cancellation of his entire obligation at the rate of 15 percent per year.

EDUCATIONAL OPPORTUNITY GRANT (EOG) PROGRAM

The EOG program provides direct, outright grants based on academic or creative promise.

To be eligible the student must be accepted for enrollment on a full-time basis or be currently enrolled and in good standing. Grants are renewable annually for a maximum of 4 years.

The amount of financial assistance a student may receive depends upon his need. Grants now range from $200 to $1,000 a year and must be matched by other institutionally-administered financial aid, such as scholarships, loans, or work-study jobs.

COLLEGE WORK-STUDY

This is a program of employment in which the student is compensated for the number of hours he works for the institution or for an eligible off-campus agency.

The work-study program is designed to supplement and combine with other forms of financial assistance, such as loans, grants, or scholarships from the college, to enable the student to meet his educational expenses.

The student may work an average of up to 15 hours a week while attending classes. Permissible hours of work during vacation and other nonenrollment periods are set from time to time by the U.S. Commissioner of Education. (A former limitation of 40 hours per week during nonenrollment periods is no longer in effect.) A student may work on campus in a library or laboratory, as a research assistant, or maintenance aide. Off-campus employment for a public or private nonprofit agency must either be related to the student's educational objectives or be in the public interest. The work-study student is paid a basic rate of $1.60 per hour; up to $3.50 is paid for highly specialized work.

Full-time students in colleges and vocational schools who have good academic standing and demonstrated need are eligible. Students in proprietary schools are also eligible if they do not work for the proprietary school. Assignments are made through the institution's financial aid office.

The programs are administered by the U.S. Office of Education through participating institutions of higher education. Information and applications are available through the institution's financial aid office. Specific eligibility criteria and amounts awarded are determined by the institution.

A publication, Financial Aid for Higher Education (OE. 55056), which lists institutions participating in these programs, is available from the Division of Student Financial Aid, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

GUARANTEED LOAN PROGRAM

The Office of Education also sponsors the Guaranteed Loan Program, which allows students to borrow directly from savings and loan associations, credit unions, banks, and other lenders. In most States the maximum loan is $1,500 per year. Repayment begins 9 to 12 months after a student leaves school, and the Federal Government pays interest until that time for students with adjusted family incomes under $15,000. This program also offers deferment of repayment while the borrower is in the military, Peace Corps, VISTA, or graduate school. This program is now open to vocational school students. Loan arrangements are made directly between borrower and lending agency. Application information is available from banks, schools, and the agencies listed below:

ALABAMA
Director of Higher Education
Office of Education, Region IV
50 Seventh Street, NE.
Atlanta, Ga. 30323

ALASKA
United Student Aid Funds, Inc.
845 Third Avenue
New York, N.Y. 10022

ARIZONA
Director of Higher Education
Office of Education, Region IX
760 Market Street
San Francisco, Calif. 94102

ARKANSAS
Student Loan Guarantee
Foundation of Arkansas
Suite 615, 1515 W. 7th Street
Little Rock, Ark. 72202

CALIFORNIA
Director of Higher Education
Office of Education, Region IX
760 Market Street
San Francisco, Calif. 94102

COLORADO
Director of Higher Education
Office of Education, Region VIII
9017 Federal Office Building
19th and Stout Streets
Denver, Colo. 80202

CONNECTICUT
Connecticut Student Loan Foundation
54 Pratt Street, Room 9
Hartford, Conn. 06103

DELAWARE
Delaware Higher Education Loan Program
Brandywine Junior College
Wilmington, Del. 19802

DISTRICT OF COLUMBIA
Program Coordinating Unit
1329 E Street, NW.
Washington, D.C. 20004

FLORIDA
Director of Higher Education
Office of Education, Region IV
50 Seventh Street, NE.
Atlanta, Ga. 30323

GEORGIA
Georgia Higher Education Assistance Corporation
502 Hartford Building
100 Edgewood Avenue NE.
Atlanta, Ga. 30303

HAWAII
Department of Budget and Finance
State Office Building
Box 150
Honolulu, Hawaii 96810

IDAHO
Director of Higher Education
Office of Education, Region VIII
9017 Federal Office Building
19th and Stout Street
Denver, Colo. 80202

ILLINOIS
Illinois State Scholarship Commission
730 Waukegan Road
Post Office Box 33
Deerfield, Ill. 60015

INDIANA
College Student Loan Plan
514 State Office Building
100 North Senate Avenue
Indianapolis, Ind. 46204

IOWA
Director of Higher Education
Office of Education, Region VI
601 East 12th Street
Kansas City, Mo. 64106

KANSAS
Director of Higher Education
Office of Education, Region VI
601 East 12th Street
Kansas City, Mo. 64106

KENTUCKY
Director of Higher Education
Office of Education, Region III
220 Seventh Street, NE.
Charlottesville, Va. 22901

LOUISIANA
(Students wishing to go to school within the State)
Louisiana Higher Education Assistance Commission
Box 44095
Capitol Station
Baton Rouge, La. 70802

LOUISIANA
(Students wishing to go to school outside the State)
United Student Aid Funds, Inc.
845 Third Avenue
New York, N.Y. 10022

MAINE
Maine State Department of Education
Augusta, Maine 04330

MARYLAND
Maryland Higher Education Loan Corporation
2100 Guilford Avenue
Baltimore, Md. 21218

MASSACHUSETTS
Massachusetts Higher Education
Assistance Corporation
511 Statler Building
Boston, Mass. 02116

MICHIGAN
Michigan Higher Education
Assistance Authority
Commerce Building
Box 420
Lansing, Mich. 48902

MINNESOTA
Director of Higher Education
Office of Education, Region VI
601 East 12th Street
Kansas City, Mo. 64106

MISSISSIPPI
Director of Higher Education
Office of Education, Region IV
50 Seventh Street, NE.
Atlanta, Ga. 30323

MISSOURI
Commission for Higher Education
600 Clark Avenue
Jefferson City, Mo. 65101

MONTANA
Director of Higher Education
Office of Education, Region VIII
9017 Federal Office Buidling
19th and Stout Streets
Denver, Colo. 80202

NEBRASKA
Director of Higher Education
Office of Education, Region VI
601 East 12th Street
Kansas City, Mo. 64106

NEVADA
United Student Aid Funds, Inc.
845 Third Avenue
New York, N.Y. 10022

NEW HAMPSHIRE
New Hampshire Higher Education
Assistance Foundation
3 Capitol Street
Concord, N. H. 03301

NEW JERSEY
New Jersey Higher Education
Assistance Authority
225 West State Street
Trenton, N.J. 08625

NEW MEXICO
Director of Higher Education
Office of Education, Region VII
1114 Commerce Street
Dallas, Tex. 75202

NEW YORK
New York Higher Education
Assistance Corporation
159 Delaware Avenue
Delmar, N.Y. 12054

NORTH CAROLINA
State Education Assistance
Authority
1307 Glenwood Avenue
Raleigh, N.C. 27605

NORTH DAKOTA
Director of Higher Education
Office of Education, Region VI
601 East 12th Street
Kansas City, Mo. 64106

OHIO
Ohio Student Loan Commission
Wyandotte Building
21 West Broad Street
Columbus, Ohio 43215

OKLAHOMA
Oklahoma State Regents for
Higher Education
State Capitol
Oklahoma City, Okla. 73105

OREGON
State of Oregon Scholarship
Commission
1445 Williamette Street
Eugene, Oreg. 97401

PENNSYLVANIA
Pennsylvania Higher Education
Assistance Agency
Towne House
660 Boas Street
Harrisburg, Pa. 17102

PUERTO RICO
Director of Higher Education
Office of Education, Region III
220 Seventh Street NE.
Charlottesville, Va. 22901

RHODE ISLAND
Rhode Island Higher Education
Assistance Corporation
Room 404, 139 Mathewson Street
Providence, R.I. 02901

SOUTH CAROLINA
United Student Aid Funds, Inc.
845 Third Avenue
New York, N.Y. 10022

SOUTH DAKOTA
Director of Higher Education
Office of Education, Region VI
601 East 12th Street
Kansas City, Mo. 64106

TENNESSEE
(Students wishing to go to school
within the State)
Tennessee Education Loan
Corporation
State Department of Education
115 Cordell Hull Building
Nashville, Tenn. 37219

TENNESSEE
(Students wishing to go to school
outside the State)
Director of Higher Education
Office of Education, Region IV
50 Seventh Street, NE.
Atlanta, Ga. 30323

TEXAS
Director, Higher Education
Office of Education, Region VII
1114 Commerce Street
Dallas, Tex. 75202

UTAH
Director of Higher Education
Office of Education, Region VIII
9017 Federal Office Building
19th and Stout Streets
Denver, Colo. 80202

VERMONT
Vermont Student Assistance
Corporation
109 Winooski Avenue
Burlington, Vt. 05401

VIRGINIA
(Students wishing to go to school
with the State)
Virginia State Education
Assistance Authority
1116 State-Planters Bank Building
Richmond, Va. 23216

VIRGINIA
(Students wishing to go to
school outside of the State)
Director of Higher Education
Office of Education, Region III
220 Seventh Street, NE.
Charlottesville, Va. 22901

VIRGIN ISLANDS
United Student Aid Funds, Inc.
845 Third Avenue
New York, N.Y. 10022

WASHINGTON
Director of Higher Education
Office of Education, Region IX
760 Market Street
San Francisco, Calif. 94102

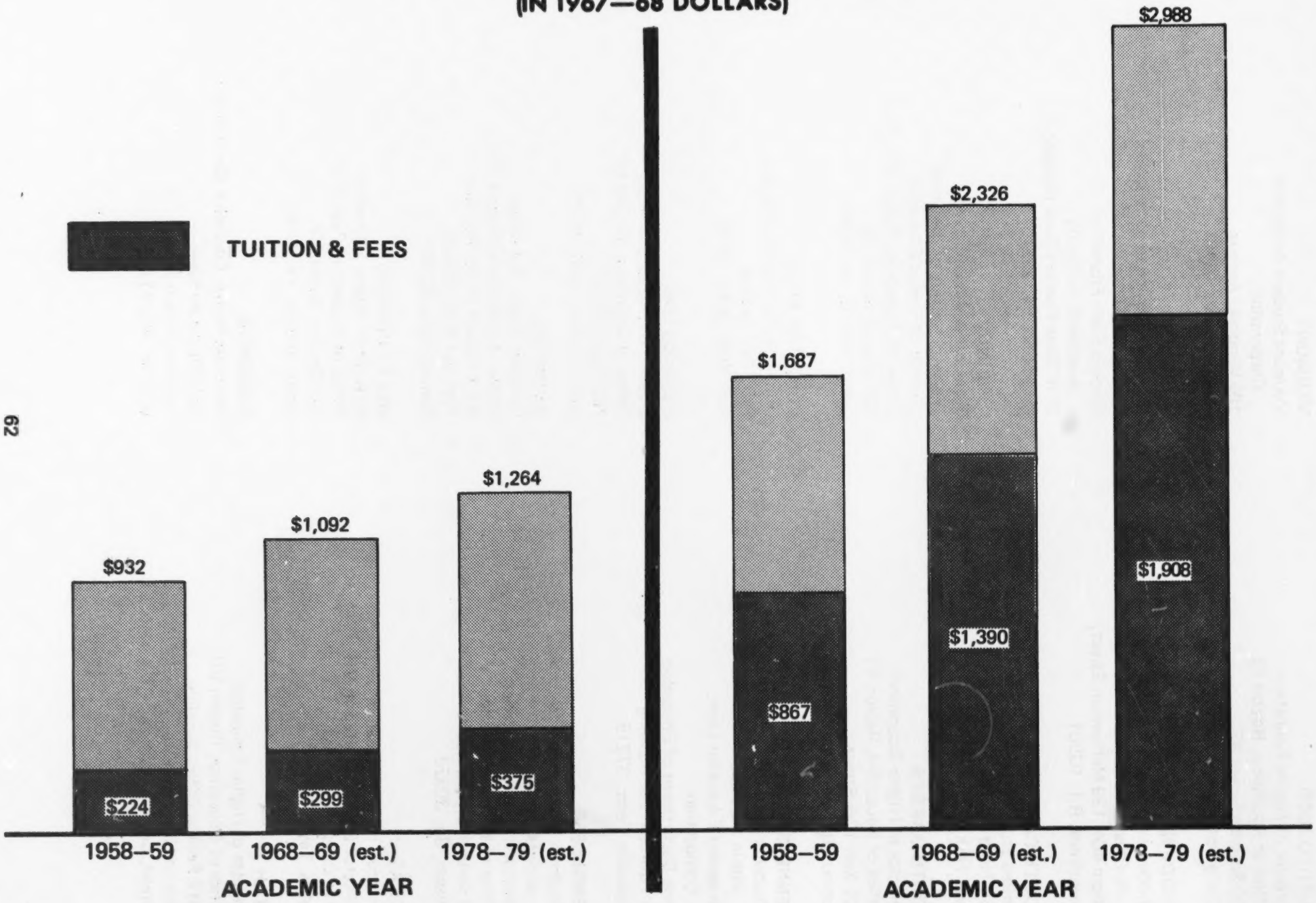
WYOMING
Director, Higher Education
Office of Education, Region VIII
9017 Federal Office Building
19th and Stout Streets
Denver, Colo. 80202

WEST VIRGINIA
Director of Higher Education
Office of Education, Region III
220 Seventh Street, NE.
Charlottesville, Va. 22901

WISCONSIN
Wisconsin Higher Education Corporation
State Office Building
115 West Wilson Street
Madison, Wis. 53702

Cost of Attending College

(IN 1967—68 DOLLARS)



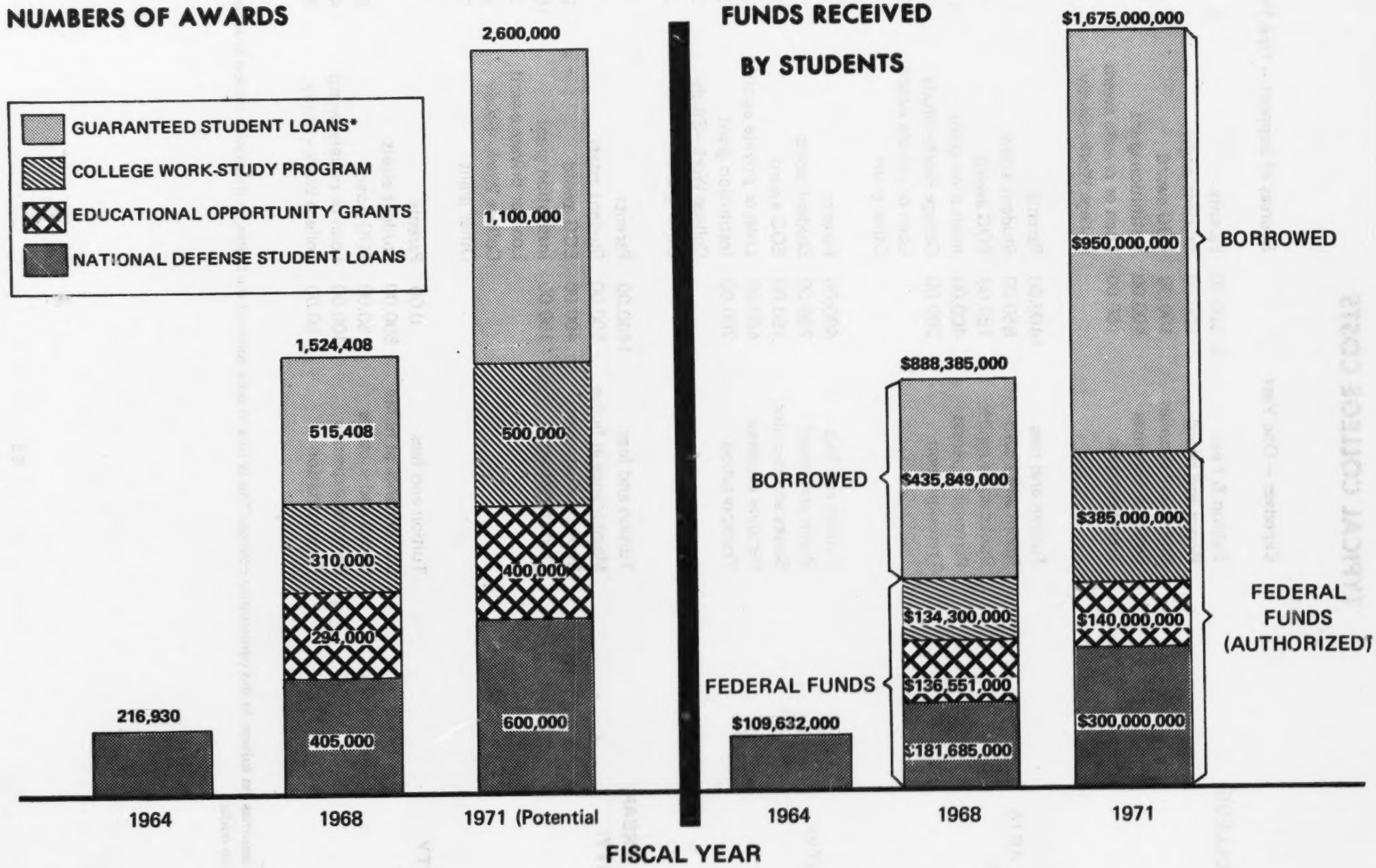
Source: Educational Associates, Inc. Information Office

TYPICAL COLLEGE COSTS

	Expenses — One Year		Sources of Support — One Year	
STATE COLLEGE:	Tuition & Fees	$ 350.00	Parents	$ 0.00
	Room and board	600.00	Student assets	0.00
$1,600	Books and supplies	100.00	EOG award	700.00
	Personal expenses	400.00	Institution grant	300.00
	Transportation	150.00	Loan or private award	300.00
			College Work—Study	300.00
PRIVATE, LIBERAL ARTS COLLEGE:	Tuition and fees	1400.00	Parents	25.00
	Room and board	850.00	Student assets	50.00
	Books and supplies	150.00	EOG award	800.00
	Personal expenses	400.00	Institution grant	1200.00
$3,000	Transportation	200.00	College Work—Study	200.00
			Loan or private award	300.00
			Other grant	425.00
STATE UNIVERSITY:	Tuition and fees	400.00	Parents	25.00
	Room and board	750.00	Student assets	25.00
	Books and supplies	150.00	EOG award	800.00
$1,900	Personal expenses	400.00	Loan or private award	300.00
	Transportation	200.00	Institution grant	350.00
			College Work—Study	200.00
			Other grant	200.00
PRIVATE, URBAN UNIVERSITY:	Tuition and fees	1400.00	Parents	25.00
	Maintenance at home	500.00	Student assets	25.00
	Books and supplies	400.00	EOG award	800.00
$2,600	Transportation	150.00	Institution grant	1000.00
			Loan or private award	300.00
			College Work—Study	200.00
			Other grant	250.00
COMMUNITY COLLEGE:	Tuition and fees	0.00	Parents	0.00
	Maintenance at home	500.00	Student assets	0.00
	Books and supplies	50.00	EOG award	400.00
$1,100*	Personal expenses	400.00	Loan or private award	400.00
	Transportation	150.00	College Work—Study	300.00

*Above chart assumes no tuition in the community college. This is true in only some of the States; in those with tuition charges about $250 should be added.

Student Financial Aids



*LOANS MADE BY VOCATIONAL AND COLLEGE STUDENTS

Source: Educational Associates, Inc. Information Office

FUNDRAISING

ADVISORY COMMITTEE AIDS PROJECT

The community advisory committee initiated and conducted a fund[illegible]ng drive with local merchants. – Purdue University, Calumet Campus Hammond, Ind.

PAC AND PARENTS START SCHOLARSHIP DRIVE

A scholarship fundraising drive aimed at the private sector of the community was initiated by UB parents and public advisory board members.–Queens College, Flushing, N.Y.

$12,000 RAISED

A project-organized scholarship fund drive raised $12,000 to provide supplemental financial assistance to college bound UB graduates.–Savannah State College, Ga.

FACULTY FUNDS SCHOLARSHIPS, TUTORING

A group of 22 faculty members, including the college president, five deans, and several department chairmen, have pledged 1 percent of their annual salary to provide tuition scholarships and tutorial services to UB college freshmen.–Western Washington State College, Bellingham.

STUDENT/FACULTY FUND DRIVE

Students voted to increase their fees by 5 percent to establish a scholarship fund for UB students attending the university. Last year $12,372 was raised, including faculty contributions.–Wittenberg University, Springfield, Ohio.

FOUNDATIONS, PARENTS HELP

A private organization of small family foundations helps area UB students by providing supplementary financial assistance for college. Funds cover costs not usually met by financial aid packages. Also, a parent-initiated fund drive covers transportation costs for students attending college outside the immediate area.–University of Maryland, College Park.

FRESHMAN SUPPORT

PRIVATELY FUNDED PROGRAM FOR URBAN STUDENTS

The more than 100 participants in the freshman support program averaged B—minus (2.69) at the end of their first semester. Of these, 76 were Martin Luther King program participants and 30 UB graduates who ranked above the campus average—even though by normal admissions criteria most would not have been admitted.

Funded by private contributions, the $35,000 support program began in fall 1968 to serve the special needs of urban black students. The special assistance offered them includes course planning and counseling, academic and social tutorial assistance, group meetings, and a study center which provides social and academic support. Special classes in reading and study techniques are offered.

Students carry 12 credit hours per semester. Many are active in extracurricular activities and in a tutoring project for young children in the community. The university hopes to obtain funds to expand the program.—Western Michigan University, Kalamazoo.

UNIVERSITY-FUNDED TRANSITIONAL YEAR PROGRAM

One of 11 urban problem solving projects on University of Missouri campuses is the 55-student transitional year program at Kansas City. The program is directed by the UB Project Director and is funded for $112,891 by the university. An outgrowth of the university's experience with Upward Bound, the program offers: assistance with class scheduling, special developmental courses in basic skills, individual professional counseling, and tutoring by faculty members and undergraduates.—University of Missouri at Kansas City.

COUNSELING/TUTORING ASSISTANCE PROGRAM

Special counseling services are offered by the university counseling department and, informally, by academic advisers. Faculty volunteers and paid undergraduates provide tutorial assistance. State funds supplement Federal financial aid sources. Another larger project is open to all State residents.—University of Illinois, Urbana.

PROGRAM INDEPENDENT OF UB

The freshman support program operates independently of Upward Bound. It features full financial aid packages, altered course sequences in some disciplines, tutorial assistance by college undergraduates and faculty members, and a full counseling program.

Full tuition scholarships and tutorial services in the program are supported by a fund instituted by 22 faculty members who assess themselves 1 percent of their annual salary.—Western Washington State College, Bellingham.

PROGRAM AFFILIATED WITH UB

The Special Opportunity Scholarship program is directly affiliated with the university's Upward Bound project and makes full use of UB's counseling

component. Student financial aid comes from the usual Federal sources. Faculty advisers and a pass-fail option are part of this program.—University of California at Berkeley.

STATEWIDE PROGRAM

The SEEK project operates on State University of New York campuses at Binghamton, Plattsburgh, and Stony Brook and has opened admissions in these schools to students previously considered ineligible. The program is supported by the State and includes intensive counseling and guidance, tutoring, smaller classes, and stipends based on need.

STATE ADMISSIONS CLEARINGHOUSE

CONNTAC is an admissions clearinghouse operated by the State of Connecticut to assist disadvantaged students seeking admission to colleges in that State. Assistance with applications is offered.

OMBUDSMAN APPROACH

Assistance to freshmen Upward Bounders at the university is handled in ombudsman fashion by the Upward Bound Project Director who helps students plan their course schedules, obtain needed counseling and guidance services, and sees that tutorial assistance is available.—Case Western Reserve University, Cleveland, Ohio.

ROCKEFELLER FUNDS HELP SUPPORT SPECIAL PROGRAM

Last fall 25 Upward Bound graduates entered a support program that includes a maximum of 12 credit hours per semester and a tutoring component manned by university underclassmen. A university contribution of $21,450 plus EOG, Work–Study, and NDEA loan funds were added to a $24,900 Rockefeller Foundation grant to meet the $3,194 cost per student.—University of Miami, Florida. (See "Miami Students Initiate Unique Support Program" in the July 1968 *Idea Exchange.)*

PROVISIONAL YEAR PROGRAM MODIFIED TO MEET UB STUDENT NEEDS

A special college program for Upward Bound graduates, similar to the university's regular provisional year program, was devised last year. The Upward Bound version includes expansion of the program to a full calendar year, beginning the program in the summer, making use of the "cluster" plan, and a reduced course load.—University of Northern Iowa, Cedar Falls. (See "A Provisional Freshman Year" in the March 1968 *Idea Exchange.*)

TRANSITIONAL SEMESTER AND FRESHMAN SUPPORT PROGRAM

A project which operates a "transitional year" type program during the first semester and a freshman support program during the second has these features: First semester includes three special classes—(1) English as a second language (phonetics), taught by speech and drama department and English literature faculty members; (2) a mathematics course based on a system of teaching by gradual progression; (3) the Phoenix course, which uses reading machines to present materials in literature and the social sciences prior to open discussion of topics of contemporary concern. Community leaders participate in class discussions.

In the second semester, students enroll in regular college classes and in one special project course in the humanities. They continue to receive special assistance from paid undergraduate student tutors.—Louisiana State University at New Orleans.

PROJECT CHANCE, A FRESHMAN SUPPORT PROGRAM

Project Chance at New Jersey's Trenton State College features a 14 credit hour maximum course load and includes special courses in English and mathematics. Admission to the program is granted on the recommendation of the Upward Bound Project Director. State colleges at Glassboro and Montclair conduct similar programs.

SPECIALLY DESIGNED COURSES OFFERED

The Temple Opportunity Program enrolls about 250 students, many with an Upward Bound background, in a compensatory freshman support program which includes specially designed courses. The assistant dean of men, former director of the UB program, is TOP director.—Temple University, Philadelphia.

FACULTY TUTORIAL AND COUNSELING HELP

Volunteer tutorial and counseling services by college faculty members are available to Upward Bound graduates enrolled as freshmen.—Southern Colorado State College, Pueblo.

ALTERED SEQUENCE FOR ENGLISH

An altered sequence which permits students to take one term of English each year for 3 years, rather than having to meet this requirement during the freshman year, is offered.—University of Oregon, Eugene.

ONE-TO-ONE TUTORING

Tutorial assistance for UB college freshmen involves assignment of one qualified tutor to each student. Assistance from a national honor fraternity in providing competent people to conduct this intensive tutoring program has aided the college in meeting student need on a regular, one-to-one basis.—Gannon College, Erie, Pa.

The following colleges and universities have reported active recruitment of students from low-income or minority group backgrounds and offer special supportive services such as tutoring and counseling:

ALABAMA
Stillman College
Tuskegee Institute

ARIZONA
Arizona State Univ.
Arizona Western College

CALIFORNIA
California State—Fullerton
Chico State College
Claremont Mens College
Mills College
Occidental College
Pomona University
Sacramento State College
San Francisco State College
Scripps College
University of California
— at Berkeley
— at Los Angeles
— at Riverside
— at Santa Barbara
— at San Diego
University of San Francisco
University of Santa Clara

COLORADO
Southern Colorado State College

CONNECTICUT
University of Connecticut
Wesleyan University

DELAWARE
University of Delaware

FLORIDA
University of Miami
University of Southern Florida

GEORGIA
Emory University
Georgia College
— at Milledgeville
Mercer University

HAWAII
University of Hawaii

ILLINOIS
Barat College
National College of Education
Northwestern University
Southern Illinois University
University of Chicago
University of Illinois

INDIANA
Earlham College
Purdue University

IOWA
Central College
Coe College
Luther College
University of Northern Iowa

KANSAS
Ottawa University
Wichita State University

KENTUCKY
University of Kentucky
Western Kentucky University

LOUISIANA
Grambling College
Tulane University

MAINE
Bowdoin College

MASSACHUSETTS
Brandeis University
Harvard University
Mt. Holyoke College
Northeastern University
Tufts University
Williams College

MICHIGAN
Ferris State College
Michigan State University
University of Michigan
Wayne State University
Western Michigan University

MINNESOTA
Carleton College
University of Minnesota

MISSISSIPPI
Tougaloo College

MISSOURI
University of Missouri
— at Kansas City
Washington University

MONTANA
Eastern Montana College

NORTH DAKOTA
University of No. Dakota

NEW HAMPSHIRE
Dartmouth College
University of New Hampshire

NEW JERSEY
College of St. Elizabeth
Fairleigh Dickinson University
Glassboro State College
Montclair State College
Trenton State University

NEW YORK
City University of New York
Colgate University
Cornell University
Hofstra University
Ithaca College
Manhattanville College
of the Sacred Heart
New York Univ.
State Univ. of New York
— at Albany
— at Binghamton
— at Buffalo

NORTH CAROLINA
North Carolina A&T College
North Carolina College
— at Durham

OHIO
Antioch College
Bowling Green State University
Case Western Reserve University
Defiance College
Denison University
Hiram College
Oberlin College
Rio Grande College
University of Cincinnati
University of Dayton
University of Toledo
Wittenberg University

OREGON
Oregon State University
Portland State College
Reed College
University of Oregon

PENNSYLVANIA
Beaver College
Bryn Mawr College
Franklin and Marshall College
Gannon College
Lock Haven State College
Swarthmore College
Temple University
University of Pittsburgh

SOUTH CAROLINA
University of South Carolina

SOUTH DAKOTA
University of South Dakota

TENNESSEE
Lane College
University of the South
Vanderbilt University

TEXAS
Prairie View A&M College
Texas Southern University
University of St. Thomas

VIRGINIA
Hampton Institute
Virginia Polytechnic Institute

WASHINGTON
University of Washington
Washington State University
Western Washington State College

WEST VIRGINIA
Alderson–Broaddus College
Salem College
West Virginia Institute of Technology
West Virginia University

WISCONSIN
Lakeland College
Lawrence University
University of Wisconsin – at Milwaukee

APPENDIXES

Appendix A

TRANSFER LEGISLATION

Public Law 90–575
90th Congress, S. 3769
October 16, 1968

82 STAT. 1014

An Act

To amend the Higher Education Act of 1965, the National Defense Education Act of 1958, the National Vocational Student Loan Insurance Act of 1965, the Higher Education Facilities Act of 1963, and related Acts.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act, with the following table of contents, may be cited as the "Higher Education Amendments of 1968".

Higher Education Amendments of 1968.

TITLE I—STUDENT ASSISTANCE

PART A—AMENDMENTS TO EDUCATIONAL OPPORTUNITY GRANT PROGRAM

EXTENSION OF EDUCATIONAL OPPORTUNITY GRANT PROGRAM

CONSOLIDATION AND REVISION OF TALENT SEARCH AND UPWARD BOUND PROGRAMS; SPECIAL SERVICES TO DISADVANTAGED STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

20 USC 1068.

Sec. 105. (a) Section 408 of the Higher Education Act of 1965 is amended to read as follows:

"IDENTIFYING QUALIFIED LOW–INCOME STUDENTS; PREPARING THEM FOR POST SECONDARY EDUCATION; SPECIAL SERVICES FOR SUCH STUDENTS IN INSTITUTIONS OF HIGHER EDUCATION

"Sec. 408 (a) To assist in achieving the objectives of this part the Commissioner is authorized (without regard to section 3709 of the Revised Statutes (41 U.S.C. 5))—

"(1) to make grants to, or contracts with, institutions of higher education and combinations of institutions of higher education for planning, developing, or carrying out one or more of the programs described in subsection (b),

"(2) to make grants to, or contracts with, public and private nonprofit agencies and organizations (including professional and scholarly associations) and to make contracts with public and private agencies and organizations for planning, developing, or carrying out Talent Search programs described in subsection (b) (1), and

"(3) in exceptional cases, to make grants to, or contracts with, secondary schools, and postsecondary educational institutions accredited by a State, for planning, developing, or carrying out Upward Bound programs described in subsection (b) (2).

No grant or contract for planning, developing, or carrying out a Talent Search program described in subsection (b) (1) may exceed $100,000 per year.

"(b) The programs referred to in subsection (a) are—

"(1) programs, to be known as 'Talent Search', designed to—

"(A) identify qualified youths of financial or cultural need with an exceptional potential for postsecondary educational training and encourage them to complete secondary school and undertake postsecondary educational training.

"(B) publicize existing forms of student financial aid, including aid furnished under this title, and

"(C) encourage secondary-school or college dropouts of demonstrated aptitude to reenter educational programs, including post secondary school programs;

"(2) programs, to be known as 'Upward Bound', (A) which are designed to generate skills and motivation necessary for success in education beyond high school and (B) in which enrollees from low-income backgrounds and with inadequate secondary-school preparation participate on a substantially full-time basis during all or part of the program; or

"(3) programs, to be known as 'Special Services for Disadvantaged Students', of remedial and other special services for students with academic potential (A) who are enrolled or accepted for enrollment at the institution which is the beneficiary of the grant or contract, and (B) who, by reason of deprived educational, cultural, or economic background, or physical handicap, are in need of such services to assist them to initiate, continue, or resume their postsecondary education.

"(c) (1) Upward Bound programs under paragraph (2) of subsection (b) must include arrangements to assure cooperation among one or more institutions of higher education and one or more secondary schools. Such programs must include necessary health services. Enrollees in such programs may not receive stipends in excess of $30 per month. The cost of carrying out any such program may not exceed $150 per enrollee per month. Federal financial assistance by way of grant or contract for such a program may not be in excess of 80 per centum of the cost of carrying out such program. Such programs shall be carried on within the States.

"(2) Special Services for Disadvantaged Students programs carried on under paragraph (3) of subsection (b) may provide, among other things, for—

"(A) counseling, tutorial, or other educational services, including special summer programs, to remedy such students' academic deficiencies,

"(B) career guidance, placement, or other student personnel services to encourage or facilitate such students' continuance or reentrance in higher education programs, or

"(C) identification, encouragement, and counseling of any such students with a view to their undertaking a program of graduate or professional education.

Appropriation authorization.

"(d) There are authorized to be appropriated to carry out this section $10,000,000 in the fiscal year ending June 30, 1969 (of which $500,000 shall be available in connection with planning and related activities for Upward Bound programs described in subsection (b) (2)), $56,680,000 for the fiscal year ending June 30, 1970, and $96,000,000 for the fiscal year ending June 30, 1971."

81 Stat. 698.
42 USC 2809.

(b) Effective July 1, 1969, section 222(a) of the Economic Opportunity Act of 1964 is amended by striking out paragraph (5) and by redesignating paragraphs (6), (7), and (8) (and references thereto) as paragraphs (5), (6), and (7).

(c) (1) On July 1, 1969, all functions, powers, and duties of the Director of the Office of Economic Opportunity with respect to Upward Bound programs, are transferred to the Commissioner of Education. No provision of law which limits the number of persons who may be appointed as full-time civilian employees, or temporary and part-time employees, in the executive branch of the Government shall apply to employees of the Office of Education whose duties the Director of the Bureau of the Budget determines primarily relate (A) to

Ante, p. 1018.

programs carried out under section 408 (b) (2) of the Higher Education Act of 1965, or (B) to functions transferred by this paragraph. In applying any such provision of law to the departments and agencies in the executive branch, the number of such employees of the Office of Education shall not be taken into account.

"Upward Bound program."

(2) For purposes of this subsection the term "Upward Bound program" means a program carried out under section 222 (a) (5) of the Economic Opportunity Act of 1964 (as so designated prior to the amendment made by subsection (b) of this section) or a comparable program carried out under section 221 of such Act.

Supra.
42 USC 2808.

Appendix B

UB SUMMARY 1969–70

I. UPWARD Bound background data:

How many programs?	297
How many youngsters?	23,220
What is the allocation?	$28.4 million
Where are programs located?	On college and university campuses in all 50 States, the Virgin Islands, Guam, and in Puerto Rico.
What is racial – ethnic mix?	Negro 54.5% Caucasian 28.1% Spanish-American 9.4% American Indian 6.0% Other 2.0%
How are youngsters recruited?	Through public schools, welfare offices, Community Action Agencies, youth authorities, etc.

II. College enrollment and retention of UPWARD BOUND graduates

Enrollment in college following UPWARD BOUND	
1965 (pilot programs)	80.5% of 1,277
1966	82.1% of 1,275
1967	62.8% of 5,717
1968	69.8% of 9,270
1969	70.5% of 6,967
The casualty rate has been:	
1965 through junior year	23.1% dropped out
1966 through sophomore year	17.9% dropped out
1967 through spring of sophomore year	37.2% dropped out

III. How are UPWARD BOUND graduates supported once they enter college?

A recent study by the Financial Aids Services Division of the American College Testing Service found that the average cost of keeping an UPWARD BOUND student in colleges of the types attended by the 1968 class is $2,065 for 9 months. Most of this amount comes from the following sources, usually about half from Federal funds. About $250 *usually* remains to be raised by the student himself.

Education Opportunity Grants

NDEA loans

Work-study

Federally guaranteed loans

Local grants to match Federal sources

Other college administered grants and loans

IV. Do colleges and universities support UPWARD BOUND?

Yes, approximately 300 colleges and universities are sponsoring UPWARD BOUND programs in June 1969. More than 155 others applied for programs in that fiscal cycle and were rejected because of lack of money.

According to the most recent data a total of 791 4-year colleges and universities and 297 2-year colleges admitted UPWARD BOUND students as college freshmen in September 1969. These figures indicate that academic institutions of higher learning throughout the country have been willing to admit and assist a population heretofore not served.

V. How many youngsters are there in the country who qualify for UPWARD BOUND?

The best estimate is 600,000. This number includes youngsters from the inner city, the reservation, the migrant camp, mountain youngsters of Appalachia, and farm youngsters of the rural South and Southwest.

VI. What kind of youngster is in UPWARD BOUND?

An UPWARD BOUND student is a youngster from a poverty family who might do well in college or other postsecondary education if given a pervasive program of academic remediation and enrichment. Typically, UPWARD BOUND youngsters are underachievers in high school but the kind of youngsters who can be motivated to achieve when the right kind of experiences and opportunities are made available to them.

Appendix C
UPWARD BOUND PROGRAMS 1969–70

September 1969

AREA I

CONNECTICUT

Cherry Lawn School
Darien, Conn. 06820
203-655-1488

Connecticut College
New London, Conn. 06320
203-442-5391, Ext. 445

Convent of the Sacred Heart
Norton, Conn. 06820
203-655-1494

Fairfield University
Fairfield, Conn. 06438
203-255-1011

University of Hartford
West Hartford, Conn. 06117
203-236-5411, Ext. 255

Wesleyan University
Middletown, Conn. 06457
203-347-4421, Ext. 515

Wooster School
Danbury, Conn. 06810
203-748-0736

Yale University Summer High School
New Haven, Conn. 06520
203-787-3131, Ext. 8182

Yale University
17 Hillhouse Avenue
New Haven, Conn. 06520
203-787-3131, Ext 8196

MAINE

Bowdoin College
Brunswick, Maine 04011
207-725-8731, Ext. 559

Gorham State College
Gorham, Maine 04038
207-839-3351

University of Maine
Orono, Maine 00473
207-942-3515

MASSACHUSETTS

A Better Chance – Independent Schools Talent Search
376 Boylston Street
Boston, Mass. 02116
617-536-5270

Bridge Fund, Inc.
531 Massachusetts Avenue
Boston, Mass. 02108
617-266-0924

Weston College
319 Concord Road
Weston, Mass. 02193
617-742-5600

Boston College
Boston, Mass. 02167
617-969-0100, Ext. 867

Boston University College of Basic Studies
Boston, Mass. 02215
617-262-4300, Ext. 2148

Brandeis University
Waltham, Mass. 02154
617-894-6000, Ext. 412

Groton School
Groton, Mass. 01450
617-448-5882

Harvard University
Cambridge, Mass. 02138
617-868-7600, Ext. 3507

University of Massachusetts
Amherst, Mass. 01002
413-545-0250

University of Massachusetts
Boston, Mass. 02116
617-542-6500, Ext. 238;
617-542-6815

Massachusetts Institute of Technology
Cambridge, Mass. 02139
617-864-6900, Ext. 5125

Northeastern University
Boston, Mass. 02115
617-437-2000 or 442-7805

Northfield School
East Northfield, Mass. 01360
413-498-5311, Ext. 270

Southeastern Massachusetts Technological Institute
North Dartmouth, Mass. 02747
617-997-9321

NEW HAMPSHIRE

Mount Saint Mary's College
Hooksett, N. H. 03050
603-485-9536

University of New Hampshire
Durham, N. H. 03824
603-868-5511, Ext. 766

NEW JERSEY

Bloomfield College
Bloomfield, N. J. 07003
201-748-9000

College of Saint Elizabeth
Convent Station, N. J. 07961
201-539-1600, Ext. 326

Fairleigh Dickinson University
Teaneck, N.J. 07666
201-836-6300

Glassboro State College
Glassboro, N. J. 08208
609-881-8400, Ext. 359

Montclair State College
Montclair, N. J. 07043
201-746-9500, Ext. 366

Princeton University
307 Nassau Hall
Princeton, N. J. 08540
609-452-3345

Rutgers, The State University
New Brunswick, N. J. 08903
201-846-6567

Seton Hall University
South Orange, N. J. 07079
201-762-9000

Trenton State College
Trenton, N. J. 06825
609-882-1855, Ext. 340

NEW YORK

The City University of New York
33 West 42nd Street
New York, N. Y. 10021
212-790-4421; 212-565-3906, 7

Columbia University
309 Ferris Booth Hall
116th and Broadway,
New York, N. Y. 10027
212-280-4302

Dowling College
Oakdale, N. Y. 11769
516-589-6100, Ext. 278

The Fieldston School
Bronx, N. Y. 10471
212-543-5006

2.

Fordham University
Bronx, N. Y. 10458
212-933-2233, Ext. 375,598

Hofstra University
Hempstead, N. Y. 11550
516-560-0500

Kingsborough Community College
Brooklyn, N. Y. 11235
212-769-9200, Ext. 219

LeMoyne College
Syracuse, N. Y. 13214
315-446-2882, Ext. 231, 361

Marist College
Poughkeepsie, N. Y. 12601
914-471-1825

Queens College of the City
University of New York
Flushing, N. Y. 11367
212-445-7871

State University of New York
at Buffalo
3435 Main Street
Buffalo, N. Y. 14214
716-831-2013

Rochester Institute of Technology
Rochester, N. Y. 14608
716-325-4000, Ext. 51, 52

Sarah Lawrence College
Bronxville, N. Y. 10708
914-337-0700

State University of New York at
Binghamton
Binghamton, N. Y. 13901
607-798-2695

State University of New York at
Plattsburgh
Plattsburgh, N. Y. 12901
518-564-2030

State University of New York at
Stony Brook
Stony Brook, Long Island, N. Y. 11790
516-246-6807

Union College
Schenectady, N. Y. 11570
518-346-6017 Ext. 369

Utica College of Syracuse University
Utica, N.Y. 13502
315-732-1111 Ext. 200

PUERTO RICO

Inter American University of
Puerto Rico
Hato Rey, P. R. 00735
809-765-3765

RHODE ISLAND

Portsmouth Priory School
Portsmouth, R. I. 02871
401-683-2000

Rhode Island College
Providence, R. I. 02908
401-831-6600, Ext. 233

VERMONT

St. Johnsbury Academy
St. Johnsbury, Vt. 05819
802-748-2348

St. Michael's College
Winooski Park, Vt. 15404
802-864-7451

VIRGIN ISLANDS

College of the Virgin Islands
Box 1826
St. Thomas, V. I. 00802
809-774-1252, Ext. 16

DELAWARE

University of Delaware
Newark, Del. 19711
302-738-2149

DISTRICT OF COLUMBIA

Howard University
Washington, D.C. 20001
202-797-1707

Trinity College
Michigan Avenue, NE.
Washington, D.C. 20017
202-269-2212

ILLINOIS

Barat College of the Sacred Heart
700 E. Westleigh Road
Lake Forest, Ill. 60045
312-CE 4-3000, Ext. 296

Loyola University
6525 Sheridan Road
Chicago, Ill. 60626
312-BR 4-3000, Ext. 288

Mundelein College
6363 Sheridan Road
Chicago, Ill. 60626
312-262-8100

Northern Illinois University
DeKalb, Ill. 60115
815-753-1818

Northwestern University
2010 Sheridan Road
Evanston, Ill. 60201
312-492-7160

Roosevelt University
430 South Michigan Avenue
Chicago, Ill. 60605
312-WA 2-3580, Ext. 372

University of Illinois at Chicago
Box 4348
Chicago, Ill. 60608
312-633-8664

University of Illinois at Urbana
Urbana, Ill. 61801
217-333-0227

Southern Illinois University
East St. Louis, Ill. 62201
618-274-2100, Ext. 431

INDIANA

Earlham College
Richmond, Ind. 47374
317-962-6561, Ext. 275

Indiana State University
217 North 6th Street
Terre Haute, Ind. 47809
312-232-6311, Ext. 2290/759

Indiana University Foundation
Bloomington, Ind. 47401
812-337-7953

Purdue University
Calumet Campus
Hammond, Ind. 46323
219-844-0520

University of Notre Dame, DuLac
Notre Dame, Ind. 46556
219-284-7098

Saint Mary's College
Notre Dame, Ind. 46556
219-232-3031

Vincennes University
Junior College
1002 North 1st Street
Vincennes, Ind. 47591
812-992-3350

MARYLAND

Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Md. 21212
301-523-2151, Ext. 280

Gilman School
5407 Roland Avenue
Baltimore, Md. 21210
301-323-3800

Maryland State College
Princess Anne, Md. 21853
301-651-2200

University of Maryland
College of Education
College Park, Md. 20740
301-454-0100

MICHIGAN

Calvin College
1331 Franklin Street, S.E.
Grand Rapids, Mich. 49506
616-245-2221

Cranbrook School for Boys
Bloomfield Hills, Mich. 48013
313-644-1600, Ext. 239

Oakland University
Walton Blvd. and Squirrel Road
Rochester, Mich. 48063
313-338-7211, Ext. 2017

Eastern Michigan University
Ypsilanti, Mich. 48197
313-483-6100, Ext. 2063

Hope College
Holland, Mich. 49423
616-396-4611

Justin Morrill College of
Michigan State University
East Lansing, Mich. 48823
517-353-4348, Ext. 28

Lake Superior State College of
Michigan Technological University
Sault Ste. Marie, Mich. 49783
906-632-6841, Ext. 253

Wayne State University
5470 Cass Avenue
Detroit, Mich. 48202
313-577-1943 or 577-1944, Ext. 7651

Western Michigan University
Kalamazoo, Mich. 49001
616-383-0927

OHIO

Baldwin—Wallace College
Berea, Ohio 44017
216-243-5000

Bowling Green State University
Bowling Green, Ohio 43402
419-353-8411, Ext. 3889

Central State University
Box 396
Wilberforce, Ohio 45384
513-376-7721, Ext. 260

University of Cincinnati
Cincinnati, Ohio 45221
513-475-3988, Ext. 30

Case Western Reserve University
10819 Magnolia Drive
Cleveland, Ohio 44106
216-368-4614

Ohio University
College of Education
Athens, Ohio 45701
614-594-5408

Ohio Wesleyan University
Delaware, Ohio 43015
614-363-1261, Ext. 218

Ohio Dominican College
Columbus, Ohio 43219
614-253-2741

University of Toledo
2801 W. Bancroft Street
Toledo, Ohio 43606
419-531-5711, Ext. 2476

Walsh College
Canton, Ohio 44702
216-499-7090

Western Reserve Academy
Hudson, Ohio 44236
216-653-2364

Wittenberg University
Springfield, Ohio 44501
513-327-6231 or 7723

Youngstown University
Youngstown, Ohio 44503
216-747-1492, Ext. 321

PENNSYLVANIA

Bucknell, University
Lewisburg, Pa. 17837
717-524-1131

Carnegie—Mellon University
Schenley Park, Pittsburgh, Pa. 15219
412-621-2600

Carlow College
3333 5th Avenue
Pittsburgh, Pa. 16213
412-683-4800

University of Pittsburgh
Cathedral of Learning
5th and Bigelow Streets
Pittsburgh, Pa. 15213
412-621-3500, Ext. 553

Franklin and Marshall College
Lancaster, Pa. 17604
717-393-3621, Ext. 351

Gannon College
109 West 6th Street
Erie, Pa. 16501
814-456-7523, Ext. 61

Lincoln University
Lincoln, Pa. 19352
215-932-8300, Ext. 276

Lock Haven State College
Fairview St.
Lock Haven, Pa. 17745
717-748-5693

Mansfield State College
Mansfield, Pa. 16933
717-622-2114, Ext. 384

Mercersburg Academy
Mercersburg, Pa. 17236
717-328-2151

Pennsylvania State University
College of Human Development
Room 114—A
University Park, Pa. 16802
814-865-1334

St. Francis College
Loretto, Pa. 15940
814-472-7000, Ext. 285

Swarthmore College
Swarthmore, Pa. 19122
215-543-0200, Ext. 354

Temple University
Broad St. & Montgomery Avenue
Philadelphia, Pa. 19122
215-787-8388

Wilkes College
S. Rivers Street
Wilkes-Barre, Pa. 18703
717-824-4651, Ext. 279

AREA III

ALABAMA

Alabama A & M College
Normal, Ala. 35762
205-859-0800, Ext. 338

Miles College
Birmingham, Ala. 35208
205-786-5281

Spring Hill College
4309 Old Shell Road
Mobile, Ala. 36608
205-342-1531, Ext. 204

Stillman College
P.O. Box 1430
Tuscaloosa, Ala. 35401
205-752-2548, Ext. 78

Talladega College
Talladega, Ala. 35106
205-362-5241

Tuskegee Institute
Tuskegee, Ala. 36088
205-727-8571

FLORIDA

Florida A & M University
Tallahassee, Fla. 32307
904-222-8083, Ext. 232

Central Florida Junior College
Ocala, Fla. 32670
904-237-2111, Ext. 63

Florida Presbyterian College
P.O. Box 12560
St. Petersburg, Fla. 33733
813-867-1166, Ext. 33

Marymount College
Boca Raton, Fla. 33432
305-395-4301

University of Miami
P.O. Box 8065
Coral Gables, Fla. 33124
305-284-5343, Ext. 2293

University of South Florida
4202 Fowler Avenue
Tampa, Fla. 33620
813-974-2802

GEORGIA

Albany State College
Albany, Ga. 31705
912-435-3411

Clark College
240 Chestnut St., S.W.
Atlanta, Ga. 30314
404-524-0446

Emory University
Atlanta, Ga. 30322
404-377-2411, Ext. 7546

Fort Valley State College
Fort Valley, Ga. 31030
912-825-8281, Ext. 258

Mercer University
1400 Coleman Avenue
Macon, Ga. 31705
912-743-1511, Ext. 255

Morehouse College
223 Chestnut St., W.W.
Atlanta, Ga. 30314
404-577-1505

Norman College
Norman Park, Ga. 31771
912-769-2611, Ext. 39

Paine College
1235 15th Street
Augusta, Ga. 30901
404-722-4471, Ext. 70

Savannah State College
State College Branch
Savannah, Ga. 31404
912-354-5717

Morris Brown College
643 Hunter St., N.W.
Atlanta, Ga. 30314
404-577-2628

KENTUCKY

Alice Lloyd College
Pippa Passes, Ky. 41844
606-785-5191, Ext. 10

Bellarmine Ursuline College
Louisville, Ky. 40205
502-459-6600, Ext. 75

Berea College
Berea, Ky. 40403
606-986-3057

Eastern Kentucky University
Richmond, Ky. 40475
606-622-3781

Kentucky State College
Frankfort, Ky. 40601
502-564-5894

Morehead State University
Morehead, Ky. 40351
606-784-4181, Ext. 276

Murray State University
University Station
Murray, Ky. 42071
502-762-2885

Southeast Community College of
the University of Kentucky
Cumberland, Ky. 40823
606-589-2145

University of Louisville
2301 South Third Street
Louisville, Ky. 40208
502-636-4701

MISSISSIPPI

Alcorn A & M College
P.O. Box 767
Lorman, Miss. 39096
601-437-5151, Ext. 266

Mississippi Industrial College
Holly Springs, Miss. 38635
601-252-3411

Mississippi Valley State College
Itta Bena, Miss. 38941
601-254-2321, Ext. 24

Tougaloo College
Tougaloo, Miss. 39174
601-982-4242, Ext. 42

NORTH CAROLINA

Mars Hill College
Mars Hill, N. C. 28754
704-689-2271

North Carolina Agriculture &
Technical College
Greensboro, N. C. 27411
919-273-4136

North Carolina Wesleyan College
Wesleyan College Station
Rocky Mount, N. C. 27801
919-442-7121

University of North Carolina
at Chapel Hill
School of Education, Peabody Hall
Chapel Hill, N. C. 27514
919-933-2279

Winston–Salem State University
Winston–Salem, N. C. 27102
919-725-3563, Ext. 61

SOUTH CAROLINA

Claflin College
Orangeburg, S. C. 29115
803-534-2710, Ext. 24

University of South Carolina
Columbia, S. C. 29208
803-777-5223

Winthrop College
106 Thurmond Hall
Rock Hill, S.C. 29730
803-328-2471

TENNESSEE

Carson–Newman College
Jefferson City, Tenn. 37760
615-475-9061, Ext. 277

Fisk University
17th Avenue
North Nashville, Tenn. 37203
615-244-3580, Ext. 218 or 219

Knoxville College
901 College St., N. W.
Knoxville, Tenn. 37921
615-546-0751, Ext. 52

Lane College
501 Lane Avenue
Jackson, Tenn. 38301
901-424-0281

LeMoyne–Owen College
Memphis, Tenn. 38126
901-948-6626

Middle Tennessee State University
Box 445
Murfreesboro, Tenn. 37130
615-896-0680, Ext. 365

University of Chattanooga
Chattanooga, Tenn. 37403
615-266-0124

VIRGINIA

Clinch Valley College of the
University of Virginia
Wise, Va. 24293
703-328-2141

Hampton Institute
Hampton, Va. 23368
703-723-6581, Ext. 376

Roanoke College
Salem, Va. 24153
703-389-2351, Ext. 4

University of Virginia at
Charlottesville
Charlottesville, Va. 22901
703-295-3537

Virginia Polytechnic Institute
412 Davidson Hall
Blacksburg, Va. 24601
703-552-6509

Virginia State College – Norfolk Division
2401 Corprew Avenue
Norfolk, Va. 23504
703-627-4371, Ext. 345, 346

Virginia State College at
Petersburg
Petersburg, Va. 23803
703-526-5111

Virginia Union University
1500 N. Lombardy Street
Richmond Va. 23220
703-355-0631, Ext. 254

WEST VIRGINIA

Concord College
Athens, W. Va. 24712
304-384-3115, Ext. 251

Salem College
Main Street
Salem, W. Va. 26426
304-782-2500, Ext. 77

West Liberty State College
West Liberty, W. Va. 26074
304-336-5500, Ext. 33

West Virginia Institute of Technology
Montgomery, W. Va. 25136
304-442-9581

West Virginia State College
Institute, W. Va. 25112
304-768-3981, Ext. 212

AREA IV

ARIZONA

Arizona State University
P. O. Box 59
Tempe, Ariz. 85281
602-965-3919

Arizona State University
All Indian UPWARD BOUND Project
Indian Education Center
I.C.A.P. Trailers
Tempe, Ariz. 85281
602-965-3669, 3537

Arizona Western College
P. O. Box 929
Yuma, Ariz. 85364
602-782-4741, Ext. 286

Cochise College
P. O. Drawer L
Douglas, Ariz. 85607
602-364-3451, Ext. 258

Northern Arizona University
Flagstaff, Ariz. 86001
602-523-2261

ARKANSAS

Arkansas A. M. & N. College
Pine Bluff, Ark. 71601
501-535-6700, Ext. 311

Arkansas College
Batesville, Ark. 72501
501-793-5302

Ouachita Baptist University
Arkadelphia, Ark. 71923
501-246-4531, Ext. 263

Philander Smith College
812 W. 13th Street
Little Rock, Ark. 72203
501-375-8029

Southern State College
Magnolia, Ark. 71753
501-234-5120, Ext. 302

University of Arkansas
Fayetteville, Ark. 72701
501-575-2151

LOUISIANA

Dillard University
2601 Gentilly Blvd.
New Orleans, La. 70122
504-943-1232

Grambling College
P. O. Box 278
Grambling, La. 71245
318-247-3761, Ext. 343

Loyola University
6363 St. Charles Avenue
New Orleans, La. 70118
504-866-5471, Ext. 536

Louisiana State University
Lake Front
New Orleans, La. 70122
504-288-3161, Ext. 345

Southern University and
A. & M. College
Baton Rouge, La. 70813
504-775-6300, Ext. 228

Xavier University of Louisiana
7325 Palmetto Street
New Orleans, La. 70125
504-486-7411, Ext. 74

NEW MEXICO

College of Santa Fe
Santa Fe, N. Mex. 87501
505-982-6493

Eastern New Mexico University
Portales, N. Mex. 88130
505-562-2173

National Indian Youth Council
3102 Central Avenue, S. E.
Albuquerque, N. Mex. 87106
505-268-1129

University of Albuquerque
St. Joseph Place, N. W.
Albuquerque, N. Mex. 87106
505-243-9461, Ext 246

University of New Mexico
1812 Las Lomas Road, N. E.
Albuquerque, N. Mex. 87106
505-277-2204, 2500

OKLAHOMA

East Central State College
Station 1
Ada, Okla. 74820
405-332-8000, Ext. 3002

Langston University
Langston, Okla. 73050
405-466-2281, Ext. 294

Northern Oklahoma College
1220 E. Grand
Tonkawa, Okla. 74553
405-628-2581, Ext. 31

Oklahoma Baptist University
Shawnee, Okla. 74801
405-273-2850, Ext. 223

Southeastern State College
Station "M"
Durant, Okla. 74701
405-924-0121, Ext. 2514

Southwestern State College
Weatherford, Okla. 73096
405-772-5511, Ext. 5307

TEXAS

Baylor University
Waco, Tex. 76703
817-755-2719

Huston—Tillotson College
1820 E. 8th Street
Austin, Tex. 78702
512-476-7421, Ext. 74

McMurry College
Abilene, Tex. 79602
915-692-4130, Ext. 289

Prairie View A & M College
Prairie View, Tex. 77445
713-857-3311, Ext. 396

Southern Methodist University
Dallas, Tex. 75222
214-363-5611, Ext. 471

Southwest Texas State College
Lyndon B. Johnson Drive
San Marcos, Tex. 78666
512-245-2268

St. Mary's University
San Antonio, Tex 78228
512-433-2311, Ext. 274

Texas A & I University
Kingsville, Tex. 78363
512-592-6461, Ext. 244

Texas Southern University
3201 Wheeler Street
Houston, Tex. 77004
713-528-5517

Texas Technological College
Lubbock, Tex. 79409
806-742-2111

University of Texas at El Paso
El Paso, Tex. 79999
915-542-5778

West Texas State University
Canyon, Tex. 79015
806-655-7141, Ext. 3314

AREA V

COLORADO

Colorado State College
Greeley, Colo. 80631
303-351-3131

Southern Colorado State College
900 W. Orman Avenue
Pueblo, Colo. 81005
303-549-2759

Temple Buell College
1800 Pontiac Street
Denver Colo. 80220
303-394-6012

IOWA

Central College
812 University Street
Pella, Iowa 50219
515-628-4151, Ext. 6150

Coe College
1220 First Avenue, N. E.
Cedar Rapids, Iowa 52402
319-364-5922, 1511, Ext. 276

Graceland College
Lamoni, Iowa 50140
515-784-3311, Ext. 127

Luther College
Decorah, Iowa 52101
319-382-3621, Ext. 233

University of Iowa
Iowa City, Iowa 52240
319-353-5488

University of Northern Iowa
Cedar Falls, Iowa 50613
319-266-1721

KANSAS

Washburn University of Topeka
Topeka, Kans. 66621
913-235-5341

Wichita State University
1845 Fairmont
Wichita, Kans. 67214
316-683-7561, Ext. 441

MINNESOTA

Bemidji State College
14th and Birchmont Drive
Bemidji, Minn. 56601
218-755-2000, or 755-2092

Macalester College
Saint Paul, Minn. 55101
612-647-6228

University of Minnesota
106 Nicholson Hall
Minneapolis, Minn. 55455
612-373-4107

University of Minnesota Indian Project
Minneapolis, Minn. 55455
612-522-3369

College of Saint Teresa
Winona, Minn. 55987
507-8-2931, Ext. 62

MISSOURI

Northeast Missouri State College
E. Normal Street
Kirksville, Mo. 63501
816-MO 5-5121, Ext. 2766

Rockhurst College
5225 Troost Avenue
Kansas City, Mo. 64110
816-EM 3-4010, Ext. 41

University of Missouri at
Kansas City
5100 Rockhill Road
Kansas City, Mo. 64110
816-276-1343

Washington University
St. Louis, Mo. 63130
314-863-0100, Ext. 4838

Webster College
470 E. Lockwood Avenue
St. Louis, Mo. 63119
314-968-0500

MONTANA

Carroll College
Capitol Hill
Helena, Mont. 59601
406-442-3450

Eastern Montana College
Billings, Mont. 59101
406-657-2118

University of Montana
Missoula, Mont. 59801
406-243-5032

NEBRASKA

Chadron State College
10th and Main Streets
Chadron, Nebr. 69337
308-432-5571, Ext. 77

Creighton University
Omaha, Nebr. 68131
402-348-2700

NORTH DAKOTA

North Dakota State University
University Station
Fargo, N. Dak. 58102
701-237-7314

University of North Dakota
University Station
Grand Forks, N. Dak. 58201
701-777-3191

SOUTH DAKOTA

Black Hills State College
Spearfish, S. Dak. 57783
605-642-6446

University of South Dakota
Vermillion, S. Dak. 57069
605-677-5216

WISCONSIN

Ripon College
Ripon, Wis. 54971
414-748-8107

University of Wisconsin at
Milwaukee
3202 North Downer Avenue
Milwaukee, Wis. 53201
414-228-4805, Ext. 4939

Wisconsin State University at
Stevens Point
Stevens Point, Wis. 54481
414-341-1251, Ext. 274

WYOMING

University of Wyoming
Laramie, Wyo. 82070
307-766-4239

AREA VI

ALASKA

University of Alaska
College, Alaska 99735
907-479-7211

Alaska Methodist University
Anchorage, Alaska 99504
907-272-4401, Ext. 225, 233

CALIFORNIA

California State College at Fullerton
Fullerton, Calif. 92631
714-870-3321

Chico State College
West First Street
Chico, Calif. 95926
916-345-5181

Claremont University Center
Claremont, Calif. 91711
714-626-8511, Ext. 2627

Humboldt State College
Arcata, Calif. 95221
707-826-3711

California State College at Long Beach
Long Beach, Calif. 90801
213-433-0951

Los Angeles Junior College District
Los Angeles City College
855 North Vermont
Los Angeles, Calif. 90029
213-663-9141

Marymount College
6717 W. Palos Verdes Dr., South
Palos Verdes Estates, Calif. 90274
213-377-5501, Ext. 42

Mills College
Seminary Avenue & MacArthur Blvd.
Oakland, Calif. 94613
415-632-2700

Occidental College
1600 Campus Road
Los Angeles, Calif. 90041
213-255-5151, Ext. 444

San Francisco State College
1600 Holloway Avenue
San Francisco, Calif. 94132
415-469-1744

San Diego State College
5402 College Avenue
San Diego, Calif. 92210
714-286-6128

Fellowship of Concerned University Students
San Francisco, Calif. 94102
615-292-0339

University of California at Berkeley
Berkeley, Calif. 94720
415-624-2312

University of California at Davis
Davis, Calif. 95616
916-752-7527

University of California at Los Angeles
Los Angeles, Calif. 90024
213-478-9711, Ext. 4839

University of California at Riverside
P. O. Box 112
Riverside, Calif. 92502
714-787-3216

University of California at
Santa Barbara
Francisco Torres Resident Halls
6830 El Colegio Road
Goleta, Calif. 93017
805-968-9604

University of Redlands
Redlands, Calif. 92373
714-793-2121, Ext. 252

University of San Francisco
San Francisco, Calif. 94117
415-752-7638

GUAM

College of Guam
P. O. Box EK
Agana, Guam 95910
729-377

HAWAII

University of Hawaii
Honolulu, Hawaii 96822
808-944-8842

IDAHO

Idaho State University
Pocatello, Idaho 83201
208-236-3587

University of Idaho
College of Education
Moscow, Idaho 83843
208-882-3511, Ext. 353

NEVADA

University of Nevada at
Las Vegas
Las Vegas, Nev. 89109
702-736-6111

University of Nevada at Reno
Reno, Nev. 89507
702-784-6832

OREGON

Oregon State University
Corvallis, Ore. 97331
503-754-1419

Pacific University
Forest Grove, Oreg. 97116
503-357-3136, Ext. 275

University of Oregon
P.O. Box 5174
Eugene, Oreg. 94703
503-342-1411, Ext. 1822

University of Portland
Portland, Oreg. 97203
503-286-7901

Reed College
Portland, Oreg. 97202
503-771-1112

UTAH

College of Southern Utah
Cedar City, Utah 84720
801-586-4411, Ext. 241

Utah State University
Logan, Utah 84321
801-752-4100, Ext. 765

Weber State College
3750 Harrison Blvd.
Ogden, Utah 84403
801-392-8726, Ext. 235

WASHINGTON

Big Bend Community College
Moses Lake, Wash. 98837
509-765-7821

Eastern Washington State College
Cheney, Wash. 99004
509-235-6221

Fort Wright College of the
Holy Names
Spokane, Wash. 99204
509-327-3135

University of Washington
Seattle, Wash. 98105
206-543-4953, 2690, 7895

Western Washington State College
Bellingham, Wash. 98225
206-734-8800, Ext. 509

Appendix D
BIBLIOGRAPHY

MATERIAL FROM UPWARD BOUND PROJECTS

"The Upbeats," a four-song album by an Upward Bound student singing group. Contact: Jack Webb, Associate Project Director, Upward Bound, Morehead State University, Morehead, Ky. 40351. $1 (Profits to UB Scholarship fund.)

College Guide for Upward Bound Students, by W.F. Brown and Warren Haslam, Upward Bound Project, Southwest Texas State College, San Marcos, Texas 78666.

Copies of this booklet, written for UB students by UB staffers, were distributed to projects in the summer of 1968.

Can I?, by Upward Bound, Bowdoin College, Brunswick, Maine 04011.

Written by and for UB students, the booklet describes financial aid sources, college requirements, college testing. This project has also produced a post high school plan booklet containing a checklist for juniors and seniors on tests and applications.

"We're Upward Bound," by Bobbie Johnson. An original musical composition by a UB student. Contact: Don N. Jensen, Project Director, Upward Bound, Weber State College, Ogden, Utah 94403.

A Tutor-Counselor Training Session Booklet, by Betty Jo Tucker, Project Director, Upward Bound, Southern Colorado State College, 900 W. Orman Avenue, Pueblo, Colo. 81005.

Selected exercises and materials used in TC training sessions.

MATERIAL BY OR ABOUT NATIONAL UPWARD BOUND PROGRAM

(Budget restrictions do not permit *unlimited* free distribution of Federal Government publications which are not for sale at the listed price by the Superintemdent of Documents, U.S. Government Printing Office.)

For information on the following Upward Bound materials contact the Division of Student Special Services, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202:

Upward Bound Annual Report to OEO. May 1969.
Upward Bound - a general interest brochure
Out of a bleak background comes learning and a future. . . (selected press clippings)
One of the best things that ever happed to me. . . (selected press clippings)
If school were only like this (press clippings)
Guidelines - Upward Bound 1970-71.

The Following materials on Upward Bound are available from the sources named:

Upward Bound: A Study of Impact on the Secondary School and the Community (The Greenleigh Report). 1969. Greenleigh Associates, 355 Lexington Ave., New York, N.Y. 10017. $2.

Evaluations of the War on Poverty—Education Programs, RMC Report #UR-051 1969 General Accounting Office, Washington, D.C. 20548. A study of Upward Bound; Head Start and ESEA title I preschool programs; HEW and OEO Adult Basic Education programs. Free.

HIGHER EDUCATION: PROGRAMS AND FINANCIAL AID SOURCES

Financial Aid for Higher Education. Division of Student Financial Aid, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202. Free.

Describes sources of financial aid, application procedures, list of colleges and universities participating in Federal financial aid programs.

More Education. . .More Opportunity. Division of Student Financial Aid, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202.

Brochure updates descriptions of EOG, NDSL, and CWSP programs. Contains information for vocational students; lists state agencies administering the Guaranteed Loan Program.

How To Get Money For College, by Benjamin Fine, Ph.D., Education Editor, North American Newspaper Alliance, 375 Brower Avenue, Rockville Center, N.Y. 11570. A series of 10 6-page brochures -- 25¢ each, five for $1, or 10 for $2.

#1- College Help for Veterans and Children of Veterans
#2- Where to Get Federal, State & Private Loans
#3- Major Scholarship Sources
#4- High School and College Degrees Through Correspondence
#5- Scholarships Available Through Business and Industry
#6- The National Merit Scholarship Program
#7- College Scholarships & Fellowships
#8- Scholarships, Fellowships & Loans for Nurses and Medical Students
#9- Fellowships, Grants & Loans for Graduate and Professional Students
#10- Federal Scholarships, Fellowships & Loans

Memo to Indian Students: You Can Go To College A Handy Guide to Financial Aid for Career Studies Beyond High School, Division of Education, Bureau of Indian Affairs, U.S. Department of the Interior, Washington D.C. 20402. Free.

Higher Education for High Risk Students, by John Egerton, Southern Education Foundation, 811 Cypress St., N.W., Atlanta, Ga. 30308.

Analysis and report on a survey of colleges and universities all over the country. Describes special programs in operation at public and private institutions. (See review in the May 1968 *Idea Exchange.)*

Higher Education Opportunities for Southern Negores 1969, Southern Education Foundation, 811 Cypress St., N.E., Atlanta, Ga. 30308. Free.

Describes pre-college programs, private and government sources of assistance in admissions, admissions procedures, financial aid, career information. Bibliography lists 16 free or inexpensive books and pamphlets. Over 100 colleges and universities interested in low-income minority applicants are listed.

College Opportunities for Southern Negro Students, University of North Carolina Scholarship Information Center, YMCA-YWCA Human Relations Committees, Chapel Hill, N.C., 27514. 50 cents, free to students.

Describes over 300 national and regional scholarships, fellowships, loan programs; information on entrance exams, applications, admissions centers, career and summer job opportunities. Includes bibliography.

The Disadvantaged Student: Special Collegiate Programs - Admissions. .- Financial Aid. .Instruction. Middle States Association of Colleges and Secondary Schools, Inc., 225 Broadway, Room 4003-6, New York, N.Y. 10007. $3.25.

Contains information on policies, programs in operation at 157 institutions in Delaware, Distirct of Columbia, Maryland, New Jersey, New York, Pennsylvania, and Puerto Rico.

Need A Lift? American Legion Education and Scholarship Program, Dept. S, Box 1055, Indianapolis, Ind. 46206. 25 cents.

Lists and describes hundreds of local, State, and national programs, scholarships, and financial aid sources.

Invest Yourself, Commission on Youth Service Projects, 475 Riverside Drive, Room 832, New York, N.Y. 10027. 50 cents.

Detailed description of summer service opportunities. (See "Involvement and Action: A Catalog of Opportunities" in the March '68 *Idea Exchange.)*

PERIODICALS

Higher Education and National Affairs, 40 issues per year, American Council on Education, Publications Division, 1785 Massachusetts Ave. NW., Washington, D.C. 20036. $12.

Education-Training Market Report, bi-weekly, ETMR, Inc., 2706 Bethesda Ave., Washington, D.C. 20014. 6 issues: $12.

Chronicle of Higher Education, weekly, except every four weeks, July-September. Editorial Projects for Education, 3301 N. Charles St., Baltimore, Md., 21218. $15.

Educators Guide to Media and Methods, nine issues per year. 134 N. 13th St., Philadelphia, Pa., 19107. $5. (Reviewed in May '68 *Idea Exchange.)*

Southern Education Report, 10 issues per year, Southern Education Reporting Service, 1109 19th Ave. S. Nashville, Tenn. 37212. $3.

This Magazine is About Schools, quarterly, PO Box 876, Terminal 'A', Toronto 1, Ontario, Canada. $3.50.

Education Daily, $175 per year, and *Education of the Disadvantaged,* bi-weekly $40 per year, Capitol Publications Inc., Suite 204, 2025 I St. NW., Washington, D.C. 20006.

College Board Review, quarterly, College Entrance Examination Board, Publications Order Office, Box 592, Princeton, N.J. 08540. $2.

ACAC Journal. quarterly, National Association of College Admissions Counselors, 801 Davis St., Evanston, Ill. 60201. $6.

Occupational Education Bulletin, American Association of Junior Colleges, 1315 16th St. NW., Washington, D.C. 20036. Free

Urban Review and *Center Forum,* Center for Urban Education, 105 Madison Ave., New York, N.Y. 10016.

GOVERNMENT PUBLICATIONS

The publications listed here are available from the Superintendent of Documents, Washington, D.C. 20402. Publication numbers should be sent with requests.

Compilation of Federal Education Laws 1969, by the Committee on Education and Labor of the U.S. House of Representatives. 707 pages. GPO 91-256.

Higher Education Amendments of 1968, by Preston Valien. Reprinted from the December 1968-January 1969 issue of *American Education* magazine. FS 5.250:50056. 10 cents.

Where The Money Is: American Education's Annual Guide to Office of Education Programs. Reprinted from the February 1969 issue of *American Education* magazine. FS 5.211:11015-69. 20 cents.

Handbook: Organization and Functions, Office of Education. Details OE appropriations, organizational structure, programs, legislation. OE 11002-B. 75 cents.

Office of Education 1968 Publications. Lists 560 currently available publications. FS 5.211:11000. 45 cents.

Selected U.S. Government Publications, a biweekly list of federal publications. Free.

American Education, published 10 times per year by the Office of Education. $7.00 per year.

Profiles in Quality Education, report of an Office of Education conference on improving education of disadvantaged children. FS 5.237:37018.

The following may be obtained free from the Public Affairs Office of the Office of Economic Opportunity, Washington, D.C. 20506:

OEO: A News Summary of the War on Poverty, published weekly.
OEO Annual Report, published in the spring. *Communities in Action,* bi-monthly.
Catalog of Federal Domestic Programs, revised, expanded edition of the earlier Catalog of Federal Assistance Programs. 1969.

Appendix E

CROSS REFERENCE

*IDEA EXCHANGE**

ACADEMIC YEAR

ARTICLES BY SUBJECT 11/67-6/69:

"Survival at San Francisco State: Upward Bound Strengthened by Turmoil," by James Mulligan 3/69

"Structure and Curriculum at Southern Illinois Demonstration Project." by Shelby Steele 3/69

"Utica's Consortium School: Progress Amid Problems," by J.C. Doremus 3/69

"Demonstration Project: Upward Bound Extended to Experimental High School," by Wiley Smith 2/69

"Flying Follow-up Features Audio Tape, Personal Visits," by Jim McCafferty 12/68

"Follow-up Program Should be Extension of Summer Project," by Stephen R. Blum 9/68

"College Clubs: Out Goes the Ripple," by Ray Skinner 6/68

"A Project Director Talks to His Kids," by Roger Sale 12/67

ADMINISTRATION

"Urban Teaching Fellowship Aids Upward Bound Program," by Frank H. White 4/69

"Commuter Program Counts Feedback a Major Strength," by Eileen Bergin 10/68

ADMISSIONS

"Success of UB Students Recruited by FOCUS Leads to Expansion of Field Operations," by William Strauss 5/69

"Bridge Summer at College where Student will Enroll," by Aaron W. Godfrey 2/69

"Telluride Offers Program for Exceptional UB Students." by Phillip Blair, Jr. 11/68

"Study Shows High Entry, Retention of UB Students," by James Mulligan 10/68

"College Enrollment of Former Upward Bound Students: A Profile and Summary," by Francis Kornegay, Jr. 9/68

******Idea Exchange* **was a** *monthly* **magazine published by Educational Associates, Inc., for Upward Bound. With the transfer of Upward Bound to the U.S. Office of Education on July 1, 1969, the magazine was changed to** *Idea* **and includes material on Talent Search and Student Special Services as well as UB.**

"UB Admissions is the Result of Persistence, Imagination," by Peter Camp 9/68

"Loyola Sponsors College Day for Midwest UB Students," by Roberta Schmitt 8/68

"New Student Group Assists Upward Bound in South, West," by Douglas W. Montgomery 8/68

"Survey Shows UB Students Should Take Consistent Course Load," by Donald M. Winkelman 8/68

"Climbing the Walls of Ivy," by Benjamin W. McKendall, Jr. 6/68

"College Tour '67," by William R. Gann 4/68

"Findings of Bemidji UB Pollsters Similar to National Results" 4/68

"Where are They Now?" 12/67

"How to Make it Without Knowing How, or College Entrance from Upward Bound," by James Neal 12/67

"The College Admissions Picture," by Barry Zamoff 11/67

COMMUNITY RELATIONS

"More Active Role in UB Urged for Community Colleges," by Sam Kelly and Peter Elich 3/69

"The Non-Teacher as Teacher: An Editor in the Classroom," by Doris C. Davis 3/69

"UB Students 'Adopt' Grade School Youngsters," by Beverly Biffle 1/69

"Hofstra Tutorial Program Involves Local Community," by Rowena M. Smith and Brother Becket Ryan OSF 1/69

"Southern Program Stresses Total Community Involvement," by John Juggins 11/68

"Harrassment and Threat: Its Catalytic Effect on an Upward Bound Program," by Hilton Bonniwell 4/68

"What Community Involvement Means at Rutgers," by Larry Hopp interviewed by Peg Paul 12/67

CONFERENCE COVERAGE

"Costs, *Guidelines* Key Issues in Meeting with Commissioner," by James Mulligan 5/69

"Billings Honored at Project Directors Meeting in Dallas" 1/69

"Billings Summarizes UB Gains in Speech at Dallas: PD's Elect Steering Committee," by James Mulligan 1/69

"Reflections on the Winter Conference at N.O.," by Frank Garcia and Joel Fleishman 4/68

"Comment," by Robert E. Christin 2/68

" 'Little Brother' is a Poker Game Where You Go Either High or Low," by Richard Frost 2/68

"A Black Position Paper" 2/68

"A Thrust for Black Leadership," by James Mulligan, 2/68

"A New Orleans Conference Note," by Robert E. Christin 2/68

"Project Directors Meet," by Joan Faber 12/67

COUNSELING AND TESTING

"Psychodrama Clarifies Nature of Student Protests," by the Rev. Bart Rousseve, S.J., and Willie Zanders 6/69

"Reasons for Student Failures Vary Among Disciplines," by Jerah Johnson 3/69

"Seattle's Indian Center: Counseling for the Hopeful, Consolation for the Hopeless," by James Mulligan 2/69

"The Use and Misuse of Tests for UB Students," by William L. Garrison, Jr. 9/68

"Negro Self-Concept and Academic Achievement," by Jean Dresden Grambs 7/68

"Pros Attack Problems of Counseling Disadvantaged," by Peg Paul 7/68

"Sensitivity Training for Staff Orientation," by Richard V. Wagner 4/68

"One Man's Opinion," by Michael Klaber 4/68

CURRICULUM—PROGRAM PLANNING AND CURRICULUM DESIGN

"Model Community Design Involves Entire Project," by Ralph E. James, Jr. 4/69

"Albuquerque Project Stresses Individualism," by Mucio Ysias, Jr. 1/69

"Self-Scheduling: Something for Everyone," by Glen Martin 6/68

"An Exciting Curriculum vs. a Curriculum with Exciting Results," by Gordon J. McKinley 4/68

"Core Groups at Luther College," by Wesley Abbott 2/68

"Flexible Scheduling," by John Hunt 11/67

CURRICULUM – THE HUMANITIES

"How to Study Course Added to Curriculum," by Richard Kirk 6/69

"The Teacher Never Calls on Me," by Doris C. Davis 6/69

"History Course Developed on Assassinated Presidents," by James Gramentine 2/69

"Livening up Linguistics: An Intensive Unit for UB," by Jack Callender 1/69

"Newspaper, Scrabble, Other Devices Used to Teach English," by Odaris Farmer 1/69

"Reverence and Relevance in the Teaching of History," by John Rison Jones 10/68

"History is Not Always Bunk," by William E. Akin 10/68

"Socially Correct English is Wrong Approach for UB," by W. A. Elwood 8/68

"Trial Balloons for Composition," by a. j. Melnick 6/68

"Quest: A Self-Service Educational Laboratory," by Winfred O. Stone 5/68

"A Lesson from Plato's Republic," by Eli Seifman 3/68

"Language Learning Boosts," by Cecil Orozco 3/68

"Family Life, Human Relationships. . .How Do We Approach the Upward Bound Students?" by Frances Carter 2/68

"A Bilingual Tutorial Program," by David B. Jordan 11/67

"Teaching Composition with Film," by Herbert R. Coursen, Jr. 11/67

CURRICULUM–SOCIAL STUDIES

"Contemporary Issues Course Develops Critical Thinking," by Sally A. Lied 5/69

"Micro-Classes Supplement Regular UB Curriculum," by Conrad Christensen 4/69

"Teaching the Black Experience," by Howard Kirschenbaum 12/68

"The Governed and the Governors: A Bold Experiment at Berea College to End Poverty in Appalachia," by James Branscorme 11/68

"Hofstra Approaches UB Project as Social Unit," by Franklin Stein 7/68

"Community Excursions at Weber State," by Don N. Jensen 5/68

"An Indian Pageant - Crazy Horse Rides Again!" by Jim M. McCafferty 3/68

CURRICULUM–SCIENCE

"Geology, Sociology Merge in 'Traveling Classroom'," by Tom Moran 4/69

"Physics Course is Equipment-Oriented," by Alexander Calandra 10/68

"Photography Proves Effective in Teaching of Chemistry," by James Brimhall 10/68

"Biology: A Demonstration in Real...," by James T. Wallace 8/68

"An Upward Bound Camp in the Ozarks," by Earl Copeland 8/68

"Texas UB Group Swings in Outdoor Education," by Billy T. Cowart 7/68

"The School of Hard Rocks," by Robert Burton 5/68

"Two Florida Programs: Curriculum in Motion - By Air:" by Marijo McCormick; ". .By Sea:" by William G. Thomson 1/68

CURRICULUM–MATHEMATICS

"Desk Calculators Stimulate Confidence in Math Ability," by Don McDowell 5/69

"Data Processing Offered UB by Community College," by William A. Raisch 4/69

"Mathematical Games: Playing to Learn," by Bobby Jones 2/69

CURRICULUM–ARTS AND FINE ARTS

"If it Needs Translation, it isn't Relevant," by Donald F. Reed 6/69

"Creativity on Stage," by John S. Davis 2/69

"The History of Jazz: A Swinging Course," by David O. Lundin 12/68

"West Liberty Students Write Lyrics, Music for UB Song," by Alfred R. de Jaager 10/68

"Eight Weeks with the Dulcimer," by Kermit Everage 4/68

"Film Project for UB Planned to Aid Teachers," by Douglas E. Frank 1/69

"Film Workshop Successful with TSU Students," by James Bahrenberg 11/67

"Memo on Film," by Donald P. Costello 11/67

CURRICULUM– SPECIAL COURSES

"Summer Seminars Spark Interest in Career Clinics," by Rose Mass 4/69

"Need for Indian Lawyers Inspires New Mexico Project," by Joel Fleishman 7/68

"UBOPP: A Demonstration Project," by Thomas Gaddis 3/68

FEATURES

"A Look Back (and ahead) by Pilot Project Directors" 6/69

"A Program Note: University of Hartford - A Message to Mrs. Martin Luther King" 4/68

"Close-up: Arthur Flemming," by Peg Paul 2/68

"Close-up: Thomas A. Billings" 11/67

FINANCIAL AID

"Legislation to Aid Florida UB Students Proposed by PD's," by Robert A. Rothberg 11/68

"A Proposal for a UB Investment Trust," by Irvin David Glick 11/68

"The University Community Joins Us," by Aaron Bindman 3/68

FRESHMAN SUPPORT

"UB General Studies Program Aids First Year Students," by Mary E. Sand 6/69

"English-Speech Bridge Program Adopted by University for Entering Freshmen," by James Wood 4/69

"Freshman Year is Vital to Student Retention," by Jesse McCorry 9/68

"Miami Students Initiate Unique Support Program," by James Mulligan 7/68

"A Provisional Freshman Year," by Richard Strub 3/68

"What the Upward Bound Student Needs During the Freshman Year," by Fred Bailey 11/67

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"Involvement of Students in Decision-Making Dramatically Increases Interest, Relevancy," by Don N. Jensen 5/69

"A Caution: Upward Bound Students and Extremists," by Fred Bailey 12/68

"Upward Bound Program Should be Scrapped," by Gloria I. Joseph 10/68

"Dr. Joseph Ignores Basic Premises of UB," by Thomas A. Billings 10/68

"The Law and the Prophets: A Personal Analysis of UB," by Joseph M. Stokes 9/68

"An Analysis of Student Participation in the Structure of Upward Bound," by T. J. Spencer 9/68

"Upward Bound is Adult Education," by T. J. Spencer 7/68

"On Being Organized and Staying Human," by William Torbert 6/68

"Teachers and Learners Can Both Win Without Playing Games," by William Torbert 5/68

"Pro/Con: Should Stipends be Tied to Attendance During Follow-up?" 4/68

"Pro/Con: Should Class Attendance be Required for Upward Bound Students?" 3/68

"Sentimentality or Common Sense?" by Raymond J. Endres 3/68

"Pro/Con: Should There be a Summer Curriculum for Bridge Students?" 2/68

"Pro/Con: Should College Admissions Offices Lower Standards to Accept Upward Bound Students?" 1/68

"Pro/Con: Can the Upward Bound Student be Successful in College Without Accepting Middle Class Values?" 12/67

"Pro/Con: Should the Upward Bound Student Work?" 11/67

PARENT RELATIONS

"An Upward Bound Parent as a Community Whirlwind," by EAI Staff 11/68

"Parents Club Activities at Wichita State," by Kathleen Weinberger 6/68

"A Family Need a Thing to be Proud of," by Virginia Welch 2/68

"We Need Neighborhood Aides," by Betty Jo Tucker 11/67

RECRUITING STUDENTS

"Recruitment and Selection: Focus on Personal Interview," by Michael J. Carubba 12/68

"Private Schools for Poverty-Level Students," by David Swanger 5/68

"Recruiting Students," by Carol Carte 11/67

REVIEWS: BOOKS, FILMS, PERIODICALS

"Southern Education Report Publishes John Egerton's Two-Part Report, *'High Risk'*" 5/68

"A Multi-Media Resource–*Media & Methods*" 5/68

"Negro Voices. .A Booklist" 1/68

"He and She. . .a Booklist and Filmlist on Growing up for Teenagers and Adults" 1/68

"Voices Worth Listening to," by Jane Manthorne 1/68

(Note: See also IE film list and book list at end of this section.)

STUDENTS

"Poverty and Injustice Amid Egg-Yolk Sunsets," by Georgia George 5/69

"Students Work Afternoons at Campus and Community Jobs," by Marjorie G. McBride 4/69

"Upward Bound. .It Must Be Nice," by Raymond Youngbear 2/69

"Six Alaska UB Girls Spend Year in Hawaii," by Thomas M.C. Chang 12/68

"The Faith of Mason's Creek: Reflections on Upward Bound," by Sher Brashear 12/68

"Stop Whitey! You're Killing Me," by Mazie Jenkins 11/68

"Production, Sales Booming as Students Form Coaster Corp." by James Mulligan 9/68

"Upward Bound Student Discovers Rare Book," 8/68

"First Upward Bound Students Graduate from Florida A&M," by James Mulligan 8/68

"Students are Staff in Pre-Freshman Program," by Paul A. Lacey 7/68

"Kentucky Shortstop Bats 1000 in Ivy League," by Betty T. Balke 7/68

"A Lonely Teen-age Girl," by Diana Arnett 7/68

"Collegiate/UB Live-in Redefines Values of Both," by Sister M. Baylon Zamboni, OSF 6/68

"No Place to Go But up. . .," by Linda Kay Applin 6/68

"Wesleyan University UB Student Awarded Top Prize for Film," by Peg Paul 5/68

"An Experience. . .A Scenario for a Prize-winning Documentary," by John Earl McFadden 5/68

"Former UB Students Elected to Top Student Posts at Florida A&M" 5/68

"I Want To Go on To a More Profound Stage of Learning. . .Letter to a College Admissions Officer," by Philip Moody 1/68

"A Letter from His Sophomore English Teacher," by Ruth McClaron 1/68

"Dialogue at Union: Five Students Assess Their Summer and Speculate on Their Future" 1/68

STUDENT REINFORCEMENT

"5-Year Program Offers Scholarship Guarantee," by Russel J. Gaudio and Ronald J. Bianchi 1/69

"A Reinforcement Proposal: What Would You Do?" by Arthur Adkins 12/68

TEACHING TECHNIQUES

"Team Teaching in the Summer Program," by Arthur J. Adkins 8/68

I. E. FILM LIST

The following two 16 mm films, reviewed in the April '69 *Idea Exchange,* are available to projects on a loan basis. Write or call Media Services/Audio Visual Section, Office of Public Affairs, Office of Economic Opportunity, 1200 19th Street NW, Washington, D.C. 20506. Telephone 202-382-3755.

"Let's Get Together" 10 min.
"Not As A Privilege" 33 min.

These 16-mm films are available to projects on a loan basis from offices of Modern Talking Picture Service, located in major cities. For address of office nearest your project, write or call Information Office, Bureau of Higher Education, U.S. Office of Education, Washington, D.C. 20202. Telephone 202-963-7442.

"Storefront" 40 min.
"A Space to Grow" 32 min.
"The Riddle" 20 min.
"Experiment on 114th Street" 32 min.
"Talking Together" 20 min.
"Parents are Teachers, too" 18 min.
"With No One to Help Us" 19 min.
"Four Children" 20 min.
"Another Way" 28½ min.
"Talk, Listen and Learn" 37 min.
"The Owl Who Gave a Hoot" 13½ min.
"Operation Head Start" 28 min.
"A Chance at the Beginning" 29 min.
"Teacher's Aides: A New Opportunity" 29 min.
"Pancho" 24 min.
"Organizing Free Play" 22 min.
"Head Start to Confidence" 22 min.
"Discipline and Self-Control" 25 min.
"Patterns for Health" 14 min.

The following two films are available from Contemporary/McGraw Hill Films, 330 West 42nd Street, New York, N.Y., 10036.

"Harvest of Shame" 54 min.
"Frederick Douglass: The House on Cedar Hill" 17 min.

The 16-mm films reviewed in the January '69 *Idea Exchange* are available for purchase or rental from Carousel Films, Inc., 1501 Broadway, New York City, 10036.

"Remedy for Riot?" 45 min.
"The Forgotten American" 25 min.
"Follow the Leader" 23 min.
"Hunger in America" 54 min.
"The Golden Mountain on Mott Street" 34 min.
"Now is the Time" 36 min.
"No Reason to Stay" 30 min.
"A Time for Burning" 58 min.
"Good Night, Socrates" 34 min.
"Your Community is a Classroom" 28 min.

I.E. BOOKLIST

Avorn, Jerry L., and Friedman, Robert - UP AGAINST THE IVY WALL: A HISTORY OF THE COLUMBIA CRISIS/Atheneum, NYC/IE 9-68*

Barzun, Jacques - THE AMERICAN UNIVERSITY: HOW IT RUNS, WHERE IT IS GOING/Harper & Row, NYC/$7.95/IE 9-68

Batchelder, Richard L., and Hardy, James M. - USING SENSITIVITY TRAINING AND THE LABORATORY METHOD/Association Press, NYC/$3.95/IE 9-68

Bennett, Lerone, Jr. - PIONEERS IN PROTEST/Johnson Publ., Chicago/$5.50/ IE 9-68

Blaustein, Arthur, and Woock, Roger R. - MAN AGAINST PROVERTY: WORLD WAR III/Random House, NYC/$7.95 cloth/$2.95 paper/IE 12-68

Bush, Bernice C., re. ed. - FARE FOR THE RELUCTANT READER/New York State College for Teachers, Albany/IE 6-68

Castle, Robert W., Jr. - PRAYERS FROM THE BURNED-OUT CITY/Sheed & Ward, NYC/$3.95/IE 11-68

Cohn, Stella - TEACHING RETARDED READERS: A GUIDE FOR TEACHERS, READING SPECIALISTS AND LIBRARIANS/Odyssey, NYC/IE 6-68

Conot, Robert - RIVERS OF BLOOD, YEARS OF DARKNESS/Bantam, NYC/95 cents/IE 3-68

Crosby, Muriel E., ed. - READING LADDERS FOR HUMAN RELATIONS, 4th ed./Am. Council on Educ., Washington, D.C./IE 6-68

Cross, K. Patricia - THE JUNIOR COLLEGE STUDENT: A RESEARCH DESCRIPTION/IE 8-68

Cundiff, Ruby E. - 101 MAGAZINES FOR SCHOOLS, GRADES 1-12/Nashville Book Co., Tenn./IE 6-68

Dawson, Helaine S. - ON THE OUTSKIRTS OF HOPE/McGraw-Hill, NYC/$5.95/IE 6-68

Dentler, Robert A.; Mackler, Bernard; and Warshauer, Mary E. - THE URBAN R'S/Praeger, NYC/$7.50/IE 9-68

Deutsch, Martin and associates - THE DISADVANTAGED CHILD/Basic Books, NYC/$10/IE 12-68

Deutscher, Irwin, and Thomson, Elizabeth J., eds. - AMONG THE PEOPLE: ENCOUNTERS WITH THE POOR/Basic Books. NYC/$10/IE 7-68

Drothning, Phillip T. - A GUIDE TO NEGRO HISTORY IN AMERICA/Doubleday, Garden City NY/$4.94/IE 9-68

Durrell, Ronald D. - HIGH INTEREST, LOW VOCABULARY BOOKLIST/Boston University School of Education/IE 6-68

Fader, Daniel N., and McNeil, Elton B. - HOOKED ON BOOKS: PROGRAM AND PROOF/Berkeley, NYC/75 cents/IE 5-68

Fanon, Frantz - THE WRETCHED OF THE EARTH/Grove, NYC/$1.25/IE 10-68

Fantini, Mario D., and Weinstein, Gerald - THE DISADVANTAGED: CHALLENGE TO EDUCATION/Harper & Row, NYC/$8.75/IE 7-68

Frye, William - IN WHITEST AFRICA: THE DYNAMICS OF APARTHEID/Prentice-Hall, Englewood Cliffs, N.J./$6.95/IE 12-68*

Gessner, Robert - THE MOVING IMAGE: A GUIDE TO CINEMATIC LITERACY/Dutton, NYC/$10/IE 8-68

Gilbert, Ben W., and the Staff of the *Washington Post* - TEN BLOCKS FROM THE WHITE HOUSE/Praeger, NYC/$6.50/IE 11-68

Gordon, Edmund W., and Wilkerson, Doxey A. - COMPENSATORY EDUCATION FOR THE DISADVANTAGED: PROGRAMS AND PRACTICES -- PRE-SCHOOL THROUGH COLLEGE/College Entrance Examination Board, NYC/$4.50/IE 10-68

Grambs, Jean D. - INTERGROUP EDUCATION: METHODS AND MATERIALS/Prentice-Hall, Englewood Cliffs, N.J./$2.59/IE 12-68

Greenberg, Norman C., and Gilda M. - EDUCATION OF THE AMERICAN INDIAN IN TODAY'S WORLD/W.C. Brown, Dubuque, Ia./IE 8-68

Hersey, John - THE ALGIERS MOTEL INCIDENT/Knopf, NYC/$5.95/Bantam paperback $1.25/IE 7-68

Hill, Herbert, ed. - ANGER AND BEYOND/Harper & Row Perennial, NYC/$1.45/IE 10/68

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*Refers to issue of *Idea Exchange* in which book was listed and/or reviewed.

Hughes, Langston, and Meltzer, Milton - A PICTORIAL HISTORY OF THE NEGRO IN AMERICA/Crown, NYC/$5.95/IE 9-68

Hoy, John C. - CHOOSING A COLLEGE/Dell, NYC/$1.95/IE 4-68

Jaffee, A.J.; Adams, Walter; and Meyers, Sandra G. - NEGRO HIGHER EDUCATION IN THE 1960's/Praeger, NYC/$12.50/IE 11-68

Johnston, William E., Jr., and Scales, Eldridge E. - COUNSELING THE DISADVANTAGED STUDENT/Associate Educational Services, NYC/IE 7-68

Josephy, Alvin M., Jr. - THE INDIAN HERITAGE OF AMERICA/Knopf, NYC/$10/IE 9-68

Katz, William L. - TEACHERS GUIDE TO AMERICAN NEGRO HISTORY/Quadrangle, Chicago/$2.25/IE 9-68

Katz, William L. - EYEWITNESS: THE NEGRO IN AMERICAN HISTORY/Pitman, NYC/$3.94/IE 6-68

King, Martin L. Jr. - WHERE DO WE GO FROM HERE?/Bantam, NYC/95 cents/IE 7-68

Kress, Roy A. - A PLACE TO START: A GRADED BIBLIOGRAPHY FOR CHILDREN WITH READING DIFFICULTIES/Syracuse University Reading Ctr., NY/IE 6-68

Leonard, George - LEARNING THROUGH JOY/Delacorte, NYC/$5.95/IE 2-69

Lester, Julius - LOOK OUT, WHITEY! BLACK POWER'S GON' GET YOUR MAMA/Dial, NYC/$3.95/IE 9-68

Lincoln, C. Eric - THE NEGRO PILGRIMAGE IN AMERICA/Bantam, NYC/60 cents/IE 7-68

Linton, Thomas E., and Nelson, Jack L. - PATTERNS OF POWER: SOCIAL FOUNDATIONS OF EDUCATION/Pitman, NYC/$9.25/IE 12-68

Margolies, Edward - NATIVE SONS: A CRITICAL STUDY OF TWENTIETH CENTURY NEGRO AMERICAN AUTHORS/Lippincott, Philadelphia/$5.95/IE 2-69*

Marriot, Alice, and Rachlin, Carol K. - AMERICAN INDIAN MYTHOLOGY/Crowell, NYC/$5.95/IE 9-68

Meier, August, and Rudwick, Elliott - THE MAKING OF BLACK AMERICA: STUDIES IN AMERICAN NEGRO LIFE/Atheneum, NYC/$12.50/IE 9-68

Millea, Thomas V. – GHETTO FEVER/Bruce Publ., Milwaukee/IE 8-68

Miller, William R. - MARTIN LUTHER KING, JR.: HIS LIFE, MARTYRDOM, AND MEANING FOR THE WORLD/Weybright & Talley, NYC/$7.95/IE 11-68

Milton, Ohmer, and Shobern, E. Joseph, Jr. – LEARNING AND THE PROFESSORS/Ohio University Press, Athens/$5.50/IE 9-68

Moody, Anne - COMING OF AGE IN MISSISSIPPI: AN AUTOBIOGRAPHY/Dial, NYC/$5.95/IE 2-69

Murphy, Judith, and Gross, Ronald – THE ARTS AND THE POOR/U.S. Government Printing Office, Washington, D.C./40 cents/IE 10-68

Randolph, Helen - URBAN EDUCATION BIBLIOGRAPHY/Center for Urban Education., NYC/$1/IE 10-68

Reiss, Jean, and Fox, Mildred G. - GUIDING THE FUTURE COLLEGE STUDENTS/Prentice-Hall, Englewood Cliffs, N.J./$8.95/IE 11-68

Reissman, Frank, and Popper, Hermine I. - UP FROM POVERTY: NEW CAREER LADDERS FOR NONPROFESSIONALS/Harper & Row, NYC/$6.95/IE 8-68

Roberts, Bruce; Boyd, Malcolm; and Sevareid, Eric - YOU CAN'T KILL THE DREAM/Knox, Richmond, Va./$2.95/IE 12-68

Roos, Jean - PATTERNS IN READING: AN ANNOTATED LIST FOR YOUNG PEOPLE, 2nd ed./American Library Association, Chicago/IE 6-68

Schwebel, Milton - WHO CAN BE EDUCATED/Grove, NYC/$6.50/IE 11-68

Seligman, Ben B. - PERMANENT POVERTY: AN AMERICAN SYNDROME/Quadrangle, Chicago/$6.50/IE 10-68

Spache, George D. - GOOD READING FOR POOR READERS, Comp. rev. ed. University of Illinois Press, Urbana/IE 9-68

Stone, Chuck - BLACK POLITICAL POWER IN AMERICA/Bobbs-Merrill, Indianapolis/$8.95/IE 9-68
Strang, Ruth, and others - GATEWAYS TO READABLE BOOKS: AN ANNOTATED GRADED LIST OF BOOKS IN MANY FIELDS FOR ADOLESCENTS WHO FIND READING DIFFICULT, 4th ed./H.W.Wilson, NYC/IE 6-68
Theobald, Robert, gen. ed. - DIALOGUE SERIES--DIALOGUES ON YOUTH, VIOLENCE, EDUCATION, SCIENCE, POVERTY, WOMEN, TECHNOLOGY/Bobbs-Merrill, Indianapolis/IE 8-68
Theobald, Robert - AN ALTERNATIVE FUTURE FOR AMERICA/Swallow, Chicago/$1.95/IE 7-68
Thomas, Piri - DOWN THESE MEAN STREETS/Knopf, NYC/$5.95/IE 5-68
Toffler, Alvin, ed. - SCHOOLHOUSE IN THE CITY/Praeger, NYC/IE 12-68*
Trent, James W., and Medsker, Leland L. - BEYOND HIGH SCHOOL/Jossey-Bass, San Francisco/$10/IE 8-68
Trubowitz, Sidney - A HANDBOOK FOR TEACHING IN THE GHETTO SCHOOLS/Quadrangle, Chicago/$2.25/IE 7-68

Valentine, Charles A. - CULTURE AND POVERTY: CRITIQUE AND COUNTER PROPOSALS /University of Chicago Press/$5.95/IE 10-68

Webster, Staten W., ed. - THE DISADVANTAGED LEARNER: KNOWING UNDERSTANDING, EDUCATING/Chandler, San Francisco/IE 7-68
Weinberg, Meyer - SCHOOL INTEGRATION: A COMPREHENSIVE CLASSIFIED BIBLIOGRAPHY OF 31,000 REFERENCES/Center for Urban Educ., NYC/$2/IE 10-68
Weisgerber, Robert A. - INSTRUCTIONAL PROCESS AND MEDIA INNOVATION/Rand McNally, Chicago, $6.75/IE 9-68
Williams, John C. - THE MAN WHO CRIED I AM/IE 11-68
Wright, Nathan, Jr. - LET'S WORK TOGETHER/Hawthorn, NYC/4.95;$1.95 paper/IE 8-68

, - AIDS IN SELECTING BOOKS FOR SLOW READERS/American Library Association, Chicago/IE 6-68
, - BARRON'S PROFILES OF AMERICAN COLLEGES/Barron's Education Series, Woodbury, N.Y./$3.95/IE 9-68
, - INNOVATION IN EDUCATION: NEW DIRECTIONS FOR THE AMERICAN SCHOOL/Committee for Economic Development, NYC/$1/IE 9-68

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, - BLACK YOUTH IN A SOUTHERN METROPOLIS/Southern Regional Council, Atlanta/50 cents/IE 8-68
, - THE FUTURE SOUTH AND HIGHER EDUCATION/Southern Regional Education Board, Atlanta/IE 6-68

Appendix F
TALENT SEARCH PROGRAMS 1969–70

November 1969

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